

BULLETIN

of

The North Carolina College for Women

(The State Normal College)

PUBLISHED QUARTERLY

BY THE

North Carolina College for Women, Greensboro, N. C.

W. C. SMITH, Editor

TWENTY-SEVENTH ANNUAL CATALOGUE
1918-1919

EVERY human being has a claim to a judicious development of his faculties by those to whom the care of his infancy is confided. The mother is qualified, and qualified by the Creator Himself, to become the principal agent in the development of her child; * * and what is demanded of her is— a thinking love.

—*Pestalozzi.*

The North Carolina College for Women

IDEAS FOR WHICH THE COLLEGE STANDS

THE North Carolina College for Women stands for a public school system that will educate all the people. It teaches its students, and urges them to teach others, the doctrine of universal education. The authorities of the Institution regard the College as a part of the public school system of the State, and believe that it has a duty to discharge, not only to those who study within its walls, but to that great body of people who will not enter this or any other school or college. The greatest amount of educational opportunity to the greatest number of people is its motto and its aim. Without reservation, members of its faculty stand for local taxation for public schools, and for every movement which tends to secure to the State effective teaching for every child, preparing him for productive labor and intelligent citizenship.

The Institution undertakes to emphasize in every legitimate way that any system of education which refuses to recognize the equal educational rights of women with those of men is unjust, unwise, and permanently hurtful. One-third of the population of North Carolina is composed of women and girls of the white race, and the opportunities given to this class of our population will determine North Carolina's destiny. The chief factors of any civilization are its homes and its primary schools. Homes and primary schools are made by women rather than by men. No State which will once educate its mothers need have any fear about future illiteracy.

—*Charles Duncan McIver.*

1919

JANUARY							MAY							SEPTEMBER						
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1920

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COLLEGE CALENDAR

1919-1920

1919—September 16 and 17. Tuesday and Wednesday—

Arrival of Students.
Arrangement of Rooms.
Payments to Bursar.
Examinations on Wednesday.

September 18. Thursday—

Registration.
Classification.
Examinations.

September 19 and 20. Friday and Saturday—

Classification.
Examinations.

September 22. Monday—

Regular College Work begins.

October 5. Founder's Day.

November 27. Thursday—Thanksgiving—Holiday.

Christmas—

Recess from December 19 to January 2, inclusive.

1920—February 3. Tuesday—

Spring Term begins.

February 22. Washington's Birthday—Holiday.

April 9. Friday—

Field Day.

May 29, 30, 31, June 1. Saturday, Sunday, Monday,
and Tuesday—

Commencement Exercises.

BOARD OF DIRECTORS

* A. J. Conner	Northampton County
† H. G. Chatham	Forsyth County
* E. E. Britton	Wake County
E. C. Brooks	Durham County
‡ C. H. Mebane	Catawba County
‡ J. D. Murphy	Buncombe County
* J. L. Nelson	Caldwell County
* Joe Rosenthal	Wayne County
‡ Mrs. J. A. Brown	Columbus County
† A. A. F. Seawell	Lee County
† Junius D. Grimes	Beaufort County

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E. J. Forney, *Treasurer*

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J. D. Murphy

A. A. F. Seawell

E. C. Brooks

H. G. Chatham

† Term expires March 1, 1922.

‡ Term expires March 1, 1924.

* Term expires March 1, 1926.

FACULTY

JULIUS I. FOUST, LL. D.

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English Language and Literature

WALTER CLINTON JACKSON, B. S.

History

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Mathematics

* ANNA M. GOVE, M. D.

Hygiene

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Chemistry

MARY SETTLE SHARPE

Expression

VIOLA BODDIE

Latin

MELVILLE VINCENT FORT

Industrial Drawing and Art

EUGENE W. GUDGER, M. S., PH. D.

Biology and Geology

HINDA T. HILL, A. M.

French

* On leave of absence.

FACULTY — Continued

WADE R. BROWN

Piano and School Music

MINNIE L. JAMISON

High School Inspector of Home Economics

E. J. FORNEY

Stenography, Typewriting and Bookkeeping

* ALMA I. LONG

Domestic Art

E. E. BALCOMB, A. B.

Rural Life

CLARENCE W. HEWLETT, PH. D.

Physics

MARY FAY DAVENPORT, B. P.

Physical Education

* JULIA M. RAINES

Manual Arts

H. H. BENEKE, A. M.

Sociology and Economics

JOHN H. COOK, A. M.

Education

* On leave of absence.

FACULTY — Continued

ANNA KLEEGMAN, B. A., M. D.

Hygiene

CAROLINE PAULINE BARBARA SCHOCH, B. DI., PH. B.

German

BLANCHE ELAINE SHAFFER, B. S., M. A.

Foods and Nutrition

CORA STRONG, A. B.

Associate in Mathematics

MARTHA ELIZABETH WINFIELD, B. S.

Associate in English

VIRGINIA RAGSDALE, PH. D.

Associate in Mathematics

* JULIA DAMERON, A. M.

Associate in Latin

HARRIET WISEMAN ELLIOTT, A. M.

Associate in History

ALONZO C. HALL, A. B., A. M.

Associate in English

J. A. HIGHSMITH, A. M.

Associate in Education

* On leave of absence.

FACULTY — Continued

A. P. KEPHART, PH. D.

Associate in Education

JOHN D. MACMILLAN, A. B., A. M.

Associate in English

ESTEBAN S. GARCIA, B. S., A. B.

Associate in French and Spanish

ELIZABETH MARSH, B. S.

Associate in Foods and Nutrition

MARY FRANCES SEYMOUR, A. M.

Associate in Biology

CHARLES B. SHAW, A. M.

Associate in English

MARY L. SHERRILL, A. B., A. M.

Associate in Chemistry

FRANCES V. WOMBLE

Associate in English

MYRA ALDERMAN ALBRIGHT

Instructor in Piano

CLARA BOOTH BYRD, A. B.

Instructor in Commercial Department

KATHRYN M. SEVERSON

Instructor in Voice Culture

FACULTY — Continued

G. SCOTT-HUNTER

Instructor in Harmony, Counterpoint and Organ

GERTRUDE SOUSLEY

Instructor in Piano

ANNIE F. PETTY

Library Methods

* DORA ROBINSON, A. M.

Instructor in English

* MARY ROBINSON, B. S.

Instructor in Biology

ELVA EUDORA BARROW, A. B.

Instructor in Chemistry

ALICE KOEHLER, A. B.

Instructor in French

GRACE RIDDLE, A. B.

Instructor in French

ALICE E. BIVINS

Instructor in School Music

LORA LULSDORFF

Instructor in Voice Culture

* On leave of absence.

FACULTY — Continued

SARAH GILMAN

Instructor in Domestic Art

JULIA P. RICHARDSON

Instructor in Physical Culture

ALLIENE RICHARD MINOR

Instructor in Piano

TEMPE BODDIE, A. B.

Instructor in Latin

JOY BRIGGS, B. P.

Instructor in Biology

FLORENCE ECKERT, A. B., A. M.

Instructor in English

FLORENCE FERGUSON, A. B.

Instructor in Foods and Nutrition

MAGNHILDE GULLANDER, A. B.

Instructor in History

ETHEL D. KANTON, PH. D.

Instructor in English

HELEN MAYER, B. M.

Instructor in Stringed Instruments

IRENE TEMPLETON, B. S.

Instructor in Mathematics

FACULTY — Continued

RAVENNA WAKEFIELD, A. M.

Instructor in French

PATTY SPRUILL

Instructor in Commercial Department

LIZZIE McIVER WEATHERSPOON

Supervising Teacher in Training School

ETTA R. SPIER, B. S.

Rural School Supervisor

RUTH FITZGERALD

Supervising Teacher in Training School

NELLIE LORENA WALKER, PH. B.

Supervising Teacher in Training School

MAMIE ROHR, A. M.

Supervising Teacher in Training School

LUCILE MARSHALL ELLIOTT, B. P.

Supervising Teacher in Training School

RUTH D. EWING, B. S.

Supervising Teacher in Training School

PAULINE BROOKS WILLIAMSON, B. S.

Supervising Teacher in Training School

JOSEPHINE MOORE, B. E.

Teacher in Training School

OFFICERS OF ADMINISTRATION

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Dean of the College

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Dean of Home Economics

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Director of Dormitories

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E. J. FORNEY
Treasurer

LAURA H. COIT
Secretary

MARY TAYLOR MOORE
Registrar

DAISY ELIZABETH BROOKES
Dietitian

ESTELLE BOYD
Housekeeper

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General Secretary of Y. W. C. A.

CLARA BOOTH BYRD, A. B.
Assistant to Treasurer

ANNIE F. PETTY
Librarian

RUTH WOOLMAN, A. B.
Assistant Librarian

MARY TENNENT, B. P.
Assistant Registrar

ELIZABETH McBEE WAYNICK, A. B.
Stenographer

JESSIE McLEAN
Trained Nurse

CORA BEAM
Trained Nurse

ETHEL BOLLINGER, B. P.
Postoffice, Books and Stationery

MRS. DALIA LAMB RUFF
Housekeeper at Infirmary

MRS. MARY BRAND
Trained Nurse

OFFICERS OF ADMINISTRATION — Continued

HOPE COOLIDGE, B. S.

Assistant Dietitian

ETHIE BEU GARRETT, B. P.

Assistant in Library

MARY CARTER

Stenographer

IMPORTANT DIRECTIONS

1. The attention of the student is directed to the College calendar.

2. When application is made for admission the applicant should not fail to give her county.

3. Special attention is called to the article on "*Requirements for Admission.*"

4. The expenses, with dates of advance quarterly payments, are given elsewhere under the head "Expenses". Consult the index.

5. The rooms in the dormitories have been comfortably fitted up, and the beds have good springs and mattresses. Each student is expected to bring for her own use the following articles: One pillow and two pairs of pillowcases, two pairs of sheets, two pairs of blankets, two counterpanes, six towels and six table napkins. *Only single beds are used.*

Each student is expected to be provided with overshoes and an umbrella, plainly marked with her full name; also a coat, or raincoat, for protection during stormy weather.

6. Every applicant for admission to the College who has not already been successfully vaccinated within two years, should be vaccinated at least two weeks before leaving home. In any case, she must either send her certificate of vaccination by mail, or bring it with her when she enters the College.

7. Every student is required to purchase a gymnasium outfit. These outfits may not be provided at home, but must be purchased under the direction of the Instructor in Physical Education.

8. If, after examining this catalogue carefully, further information is desired, address Julius I. Foust, President, Greensboro, N. C.

The North Carolina College for Women

ESTABLISHMENT

Established by Act of the General Assembly of 1891, The North Carolina College for Women first opened its doors for the reception of students October 5, 1892. More than to any other one man, the Institution owes its existence to Charles Duncan McIver. He formulated the ideas which it embodies, and was chiefly instrumental in securing the passage of the Act establishing it. During the fifteen years of his presidency, he so laid its foundations and outlined its future growth that the College must ever remain a monument to his statesmanship. It was his idea that the State of North Carolina should provide for its young women an institution of higher learning, adequate for every need, and within the reach of all. Soundly progressive in spirit, it was to be helpful in aim and endeavor. Equality of opportunity and fitness for service were to be its watchwords, earnest living and high thinking its ideals. Only thus could it justify its existence, or merit the continued support of an intelligent people.

PURPOSE, ORGANIZATION AND HISTORY

The chief mission of the College has been and will continue to be the preparation of teachers. At least two-thirds of all its enrolled students and nine-tenths of all its graduates render service in either the public or private schools of North Carolina. Many of the courses, therefore, are designed particularly for teachers. For students who may not wish to teach, and who must yet look to their own efforts for a livelihood, instruction is offered in the commercial branches, drawing, industrial art, home economics and other subjects—the mastery of which will enable them to become self-supporting. The College realizes, however, that not all who seek an education do so with a desire to become teachers, or from motives of self-support. For that considerable body of women who seek the broad culture to be derived from a familiarity with the world's best thought and achievement, liberal courses in the arts, sciences, and music are offered—the Institution thus endeavoring to meet the needs of the women of North Carolina, and to give such education as will add to the efficiency of the average woman's work, whatever her position and field of labor.

The management of the College is vested in a Board of Directors, consisting of one member from each of the Congressional districts, the first Board being elected by the General Assembly of 1891. The State Superintendent of Public Instruction is, *ex officio*, an additional member of the Board, and its President.

The Act establishing the Institution required that it be located at some suitable place, where the citizens would furnish the necessary buildings, or money sufficient to erect them. The Board of Directors accepted the offer made by the City of Greensboro, which was thirty thousand dollars in money and a beautiful ten-acre site, located in the corporate limits, and donated by Messrs. R. S. Pullen, R. T. Gray, E. P. Wharton, and others. Since the original donation, the Directors have purchased about 116 acres of land.

In October, 1892, the College began its work, with two buildings inadequately equipped, an annual appropriation of ten thousand dollars for maintenance, a teaching force of fifteen, and a student enrollment of two hundred and twenty-three. The people, regardless of denominational or party affiliations, have stood loyally by their College, and each succeeding Legislature has dealt more and more liberally with it. Today the Institution has eighteen buildings, 106 lecture rooms, laboratories, and offices, dormitory accommodations for 575 boarders, a teaching and official force of 87, and, including the Training School, a total enrollment of 1,528 students. The value of the plant is \$825,000, and the annual State appropriation is \$150,000.

ADMISSION OF STUDENTS

The North Carolina College for Women is a part of the public school system, and its special mission is to prepare people to work in and improve that system. As a State institution, it desires to be of the greatest possible service to the entire people of North Carolina. It would not, if it could, limit its patronage to a particular class or section. Every county has its proportionate number of appointments, and the advantages of the Institution are, to the extent of its capacity, open on similar terms to all.

GENERAL REQUIREMENTS

1. Applicants for admission to the College should be sixteen years old, and in good health.
2. They should send with their applications, *which they themselves must write, a statement from their last teacher, as to scholarship, conduct, and habits of study.*

SCHOLARSHIP REQUIREMENTS

The standard admission to the College is the prescribed course of the State high schools of North Carolina. Measured by the common standard of units, this means that fourteen units of school work are required for full admission to any of the College courses. A unit is the equivalent of a preparatory subject of five periods weekly throughout an academic

year. In laboratory courses two laboratory periods are counted equal to one recitation period.

Entrance credits may be secured by—

(a) Presentation of proper certificates from an approved high school or college.

(b) Passing satisfactory examinations.

Blank forms for certificates from schools will be furnished on application to the Secretary. The certificates must specify the text-books used, the ground actually covered, and the character of work done by the student. The blanks should be obtained early and should be filled out and sent to the Secretary as soon as possible after the close of the high school year in May.

At the discretion of the Committee on Secondary Schools candidates may be admitted with conditions, provided the total number of units offered does not fall below 12 and provided the conditions are of such nature that, in the judgment of the committee, they may be removed by the beginning of the candidate's Sophomore year.

ENTRANCE SUBJECTS AND UNITS

The College offers several courses of studies leading to degrees. See pages 45-51. The following tables indicate the requirements for entrance to the courses leading to degrees:

FOR ENTRANCE TO GROUP I

(See page 45)

English	3 units
Mathematics	3 units
Latin	3 units
French, or	
German	1 unit
History	2 units
Elective	2 units
	<hr/>
	14 units

FOR ENTRANCE TO GROUP II

(See page 45)

English	3 units
Mathematics	3 units
Latin,	
French, or	
German	3 units
History	2 units
Elective	3 units
	<hr/>
	14 units

FOR ENTRANCE TO GROUP III

(See page 45)

English	3 units
Mathematics	3 units
Latin,	
French, or	
German	2 units
Science	1 unit
History	2 units
Elective	3 units
	<hr/>
	14 units

FOR ENTRANCE TO THE BACHELOR OF MUSIC COURSE

(See page 51)

English	3 units
Mathematics	3 units
Language	3 units
History	2 units
Music	2 units
Elective	1 unit

—
14 units

Beginning with the fall of 1920 not less than two units of a foreign language will be accepted.

ELECTIVES

The electives included in the fourteen entrance units may be chosen from the following:

History	1 unit
Latin	1 unit
French	1 unit
German	1 unit
Spanish	1 unit
Chemistry	1 unit
Physics	1 unit
Domestic Science	1 unit
Music	1 unit
General Science	1 or ½ unit
Biology	1 or ½ unit
Zoology	1 or ½ unit
Physiology	1 or ½ unit
Physical Geography	1 or ½ unit
Botany	1 or ½ unit
Agriculture	1 or ½ unit
Civics	½ unit

VOCATIONAL SUBJECTS

Not more than one elective unit may be offered from this list of vocational subjects.

Bookkeeping	½ unit
Commercial Arithmetic	½ unit
Stenography and Typewriting	1 unit
Manual Training	1 unit

SPECIFICATIONS OF THE REQUIREMENTS FOR ADMISSION

MATHEMATICS: 3 units.

Algebra: 2 units. Factors, common divisors and multiples, fractions, simple equations with applications to problems, involution and evolution, radicals and equations containing radicals, imaginaries, quadratic equations, ratio and proportion, arithmetical and geometrical progressions, binomial theorem for positive integral exponents.

Geometry: 1 unit. Plane Geometry, five books. In order that students may pursue successfully the work of the Freshman year, it is strongly recommended that their preparation in Algebra include frequent supplementary exercises taken from various text-books, and in Geometry constant practice with original demonstrations. During the year before entrance to College, there should be a review of both subjects.

Two years with daily recitations is the shortest time in which satisfactory preparation can be made in Algebra, and one year with daily recitation is the minimum in Geometry.

HISTORY: 2 units. The requirements in History may be met by offering two of the following courses. The examinations will be based on the material included in the books suggested, or their equivalent.

1. American History. Hart's *Essentials of American History*; McLaughlin's *History of the American Nation*.

2. English History. Andrews, Walker, Cheyney, or Coman & Kendall's *History of England*.

3. Ancient History (Greece and Rome). West's, Botsford's, Webster's, Westermann's, or Robinson's *Outlines of European History, Part I*.

4. Medieval and Modern History. Robinson's *History of Western Europe*; Bourne's *Medieval and Modern History*; West's *Modern History*.

One elective unit may be offered from the history group.

ENGLISH: 3 units. The study of English in school has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence and appreciation.

GRAMMAR AND COMPOSITION

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary-school period. Written exercises may well comprise letter-writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal

experience, general knowledge, and studies other than English, as well as from the readings in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in the recitations and other exercises, whether oral or written.

LITERATURE

The second object is sought by means of two lists of books, headed respectively *Classics for Reading* and *Classics for Study*, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages both in verse and in prose. As an aid to literary appreciation, she is further advised to acquaint herself with the most important facts in the lives of the authors read and with their place in literary history.

A. CLASSICS FOR READING

The aim of this course is to foster the habit of intelligent reading and to develop a taste for good literature by giving a first-hand knowledge of some of the best specimens. The student should read the books carefully, but attention should not be so fixed upon details as to obscure the main purpose and charm of the readings.

With a view to large freedom of choice, the books provided for reading are arranged in the following

groups, from each of which at least two selections are to be made, except as otherwise provided under Group I.

Group I. CLASSICS IN TRANSLATION

The *Old Testament*, comprising at least the chief narrative episodes in *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, and *Daniel*, together with the books of *Ruth* and *Esther*; the *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; and the *Æneid*.

The *Odyssey*, *Iliad*, and *Æneid* should be read in English translations of recognized literary excellence.

For any selections from this group a selection from any other group may be substituted.

Group II. SHAKSPERE

A Midsummer Night's Dream, *The Merchant of Venice*, *As You Like It*, *Twelfth Night*, *The Tempest*, *Romeo and Juliet*, *King John*, *Richard II*, *Richard III*, *Henry V*, *Coriolanus*, *Julius Caesar*, *Macbeth*, *Hamlet*.

If one of the last three is selected for study under B, it may not be chosen as a requirement for reading.

Group III. PROSE FICTION

Malory, *Morte d' Arthur* (at least 100 pages); Bunyan, *Pilgrim's Progress, Part I*; Swift, *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag); Defoe, *Robinson Crusoe, Part I*; Goldsmith, *The*

Vicar of Wakefield; Frances Burney, *Evelina*; Scott, one novel; Jane Austen, one novel; Maria Edgeworth, *Castle Rackrent* or *The Absentee*; Dickens, one novel; Thackeray, one novel; George Eliot, one novel; Mrs. Gaskell, *Cranford*; Kingsley, *Westward Ho!* or *Here-ward, the Wake*; Reade, *The Cloister and the Hearth*; Blackmore, *Lorna Doone*; Hughes, *Tom Brown's School Days*; Stevenson, *Treasure Island* or *Kid-napped* or *The Master of Ballantrae*; Cooper, one novel; Poe, selected tales; Hawthorne, *The House of the Seven Gables* or *Twice Told Tales* or *Mosses from an Old Manse*; a collection of short stories by various standard writers.

Group IV. ESSAYS, BIOGRAPHY, ETC.

Addison and Steele, *The Sir Roger de Coverley Papers* or selections from the *Tattler* and *Spectator* (200 pages); Boswell, selections from the *Life of Johnson* (200 pages); Franklin, *Autobiography*; Irving, selections from the *Sketch Book* (200 pages) or *Life of Goldsmith*; Southey, *Life of Nelson*; Lamb, selections from the *Essays of Elia* (100 pages); Lockhart, selections from the *Life of Scott* (200 pages); Thackeray, lectures on Swift, Addison, and Steele in the *English Humorists*; Macaulay, any one of the following essays: *Lord Clive*, *Warren Hastings*, *Milton*, *Addison*, *Goldsmith*, *Frederick the Great*, *Madame d'Arblay*; Trevelyan, selection from the *Life of Macaulay* (200 pages); Ruskin, *Sesame and Lilies* or *Selections* (150 pages); Dana, *Two Years Before the Mast*; Lincoln, selections, including at least the two

inaugurals, the speeches in Independence Hall and at Gettysburg, the last public address, the letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman, *The Oregon Trail*; Thoreau, *Walden*; Lowell, *Selected Essays* (150 pages); Holmes, *The Autocrat of the Breakfast Table*; Stevenson, *An Inland Voyage and Travels with a Donkey*; Huxley, *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; a collection of *Essays* by Bacon, Lamb, DeQuincy, Hazlitt, Emerson, and later writers; a collection of *Letters* by various standard writers.

Group V. POETRY

Palgrave's *Golden Treasury* (First Series), Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave's *Golden Treasury* (First Series), Book IV, with special attention to Wordsworth, Keats and Shelley (if not chosen for study under B); Goldsmith, *The Traveler* and *The Deserted Village*; Pope, *The Rape of the Lock*; a collection of English and Scottish ballads, as, for example, some Robin Hood ballads, *The Battle of Otterburn*, *King Estmere*, *Young Biechan*, *Bewick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads; Coleridge, *The Ancient Mariner*, *Christabel*, and *Kubla Kahn*; Byron, *Childe Harold*, Canto III or IV, and *The Prisoner of Chillon*; Scott, *The Lady of The Lake* or *Marmion*; Macaulay, *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*;

Tennyson, *The Princess* or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning, *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, “*De Gustibus*”—, *Instans Tyrannus*; Arnold, *Sohrab and Rustum* and *The Forsaken Merman*; selections from American poetry, with special attention to Poe, Lowell, Longfellow, and Whittier.

B. CLASSICS FOR STUDY

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I. DRAMA

Shakspeare's *Julius Caesar*, *Macbeth*, *Hamlet*.

Group II. POETRY

Milton, *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson, *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur*; the selections from Wordsworth, Keats and Shelley in Book IV of Palgrave's *Golden Treasury* (First Series).

Group III. ORATORY

Burke, *Speech on Conciliation with America*; Macaulay, *two Speeches on Copyright*; Lincoln, *Speech at Cooper Union*, and Washington, *Farewell Address*, or Webster, *First Bunker Hill Oration*.

Group IV. ESSAYS

Carlyle, *Essay on Burns*, with a selection from Burns' *Poems*; Macaulay, *Life of Johnson*; Emerson, *Essay on Manners*.

LATIN: 2, 3, or 4 units. To satisfy the requirement of two units in Latin, the student must have had competent instruction in the subject, involving the Roman pronunciation, careful attention to quantity and accent, systematic drill in grammar, with daily exercises in prose composition, and the reading of some elementary reader, together with four books of Cæsar's Gallic War, or their equivalent. Bennett's *Latin Composition*, through chapter 27, will serve to indicate the amount of composition required.

Students who wish credit for three units of Latin must present, in addition to the foregoing, six of Cicero's orations—the four against Catiline, the Manilian Law, and Archias. Bennett's *Latin Composition* should be completed. In reading and in composition, equivalents satisfactory to the head of the Latin Department will be accepted.

Entrance credit amounting to an additional unit will be given for the first six books of the *Æneid* and

so much prosody as relates to accent, versification in general, and dactylic hexameter.

FRENCH: 1, 2, 3, or 4 units.

I. One unit. This amount includes: (1) Careful drill in pronunciation; (2) rudiments of grammar, with particular attention to simple idiomatic constructions, conjugation of the regular and the more common irregular verbs, and the simpler pronominal forms; (3) constant practice in the translation from English into French; (4) writing French from dictation; (5) the reading of from 100 to 175 pages of graduated texts, with frequent practice in reproducing in French easy variations of the text read.

II. Two units. In addition to the work of the first unit, this demands (1) a continued and thorough study of grammar, including the subjunctive and infinitive uses, more detailed work in pronominal constructions and word order, with constant application to the construction of sentences; (2) the reading of from 300 to 400 pages of easy modern prose, in the form of stories, plays, or historical or biographical sketches; (3) continued practice in translating into French variations of the texts read; (4) frequent summaries, sometimes oral and sometimes written, of portions of the text already read.

III. Three units. This work comprises, in addition to I and II, the reading of from 400 to 600 pages of standard French of increasing difficulty, a portion of which should be in dramatic form; the study of a grammar of modern completeness; more advanced work in translation into French, and free composition;

frequent practice in giving French paraphrases, abstracts, or reproductions, either oral or written.

GERMAN: 1, 2, 3, or 4 units.

I. One unit. This includes: (1) careful drill in pronunciation; (2) mastery of the following points in grammar: the declension of the definite and indefinite articles, the demonstrative and possessive adjective, the noun, the adjective, the personal pronoun, the relative pronoun, and the interrogative pronoun; the principle parts of about fifty strong verbs; the conjugation of verbs in the present, imperfect, perfect, pluperfect, and future of the indicative, and three forms of the imperative; the simple tenses of the modals; the irregular weak verbs; the reflexive verb; verbs with separable and inseparable prefixes; the most common prepositions governing the dative, those governing the accusative, and both the dative and the accusative; word order, normal, inverted, and transposed; (3) the reading of from 75 to 100 pages of simple German; (4) training in answering questions in German on the reading material and ability to reproduce in German easy portions of the stories read; (5) about six short poems or songs should be memorized.

II. Two units. In addition to the foregoing, the following requirements are made: (1) mastery of the following chapters of grammar: comparison of adjectives, pronominal adverbs, the demonstrative pronoun, the use of modals in perfect tenses, the passive voice, the subjunctive of indirect discourse and unreal condition, verbs requiring the dative and

prepositions governing the genitive case; (2) the composition should consist of free reproduction of some of the narrative read; (3) the vocabulary should be extended by the use of synonyms and antonyms; (4) ability to translate sections too difficult to reproduce in German or to explain in simple German; (5) the reading of from 150 to 200 pages of modern prose of the difficulty of Leander's "Träumereien," Deutsche Heimat, and Immensee; (6) about six poems should be memorized.

III. Three units. In addition to I and II the work should consist of: (1) constant review of the grammar; (2) reading of from 300 to 350 pages of modern prose of the difficulty of Wildenbruch's "Das edle Blut," Riehl's "Das Spielmann's Kind," and Eichendorff's "Der Taugenichts"; (3) the study of the easier lyrics and ballads; (4) Schiller's "Tell" should be reserved for the last half of the third year; (5) questions on the reading assignments; (6) brief summaries of portions of the texts; (7) extension of the vocabulary by means of synonyms, antonyms and related words.

SPANISH:

One unit. This amount includes: (1) Careful drill in pronunciation; (2) foundation principles of grammar, with particular attention to simple idiomatic constructions, conjugation of the regular and the more important irregular verbs, and pronominal constructions; (3) constant practice in the translation of English into Spanish; (4) translation of simple

Spanish when spoken; (5) writing Spanish from dictation; (6) the reading of from 100 to 125 pages of graduated text, with practice in reproducing in Spanish easy variations of the text read.

BIOLOGY, BOTANY, or ZOOLOGY: 1 or $\frac{1}{2}$ unit. To obtain a unit's entrance credit in any one of these sciences done as a laboratory subject, the student must present a certificate showing that she has had not fewer than three recitations plus four periods of laboratory work of forty minutes each for at least thirty-two weeks. This work must be based on some standard high school text-book in these subjects. The student must also present a laboratory notebook embodying the work of not fewer than forty-five laboratory exercises or experiments. Accompanying this must be a statement signed by the instructor certifying that the work and experiments are the student's own, done on live or preserved material in the laboratory under his direction.

Any high school text-book in Biology may be used, such as those by Hunter; Peabody and Hunt; Smallwood, Reveley, and Bailey.

In preparing laboratory notebooks it is urged that mechanical statements such as "Process, Results, Conclusions" be discouraged, and in place a clear statement or accurate description be made of the experiment or process or organ studied. Then the student should be urged to make full and explicit *explanation in her own words and on her own initiative*. Much more attention should be given to the physiology or activities of the plant or animal studied than to its

structure. Thorough knowledge of all scientific terms used should be insisted on.

In place of Botany as outlined above, students may present in this subject notebooks of *recitation notes* showing the subject worked up in outline form, the results of a year's work of five recitations of forty minutes each a week for at least thirty-two weeks. To this must be appended a statement that not fewer than fifteen field trips have been taken by the student. The result of these field trips must appear in the student's notebook in some form, as lists of plants and trees observed or essays on botanical subjects studied in the field. Any high school text-book in Botany may be used. Bailey's *Beginner's Botany* is suggested.

PHYSIOLOGY: 1 or $\frac{1}{2}$ unit. Students will not be expected to present laboratory notebooks for entrance credit in this subject. Instead, however, there must be presented a recitation notebook, similar to that indicated for Botany in the paragraph above, showing that the subject has been worked up in outline form for each of the great systems of the human body. Five recitations a week of forty minutes each for at least thirty-two weeks must have been done on this subject to get a credit of 1 unit.

PHYSICS: 1 unit. For one entrance unit in Physics the requirement is thirty-two weeks of high school work, each week comprising three recitations, each of forty minutes length; and two laboratory periods, each of eighty minutes length. The recita-

tion work should be based upon such a text-book as Millikan and Gale, *A First Course in Physics* (Revised Edition), or Gage's *Principles of Physics* (Revised by Arthur W. Goodspeed). The student should have a notebook in which she has solved at least 100 problems based on the recitation work. The laboratory work offered must consist of at least forty-five experiments performed by the student. The notebooks for both class and laboratory work must be presented signed by the instructor, and contain a statement by the instructor as to the character of the work done by the student. The following are suggested as desirable laboratory manuals: Millikan and Gale, *A Laboratory Course in Physics*; Fuller and Brownlee, *Laboratory Exercises in Physics*.

CHEMISTRY: 1 unit. In order to receive a unit of credit for entrance in Chemistry a student must have studied the subject for thirty-two weeks, having three recitations of forty minutes each and two laboratory periods of eighty minutes each per week.

The laboratory notebook, which must also be presented, should show reports of at least forty-five experiments and exercises, giving not only the results of the experiments, but also the conclusions reached by means of the experiments. The notebook must be accompanied by a certificate from the instructor to the effect that the experimental work is the result of the individual efforts of the student.

The course should be equivalent to that found in *Elementary Chemistry*, by McPherson and Henderson, or *First Principles of Chemistry*, by Brownlee.

AGRICULTURE: 1 or $\frac{1}{2}$ unit. The study of agriculture in the high school should be primarily a laboratory course. Field trips are a vital part of the work. With the rich material furnished by any rural community, and with the background of farm-home experience, any boy or girl should be able to make a valuable addition to life's preparation by a year of earnest study devoted to the subject.

Elements of Agriculture, by Warner, or any standard text may be used. It is essential that the student grasp the principles taught and be able to make an application of the various experiments and experiences. As an evidence of this ability to understand and apply the work done, the student should keep a well arranged notebook, giving a clear record of the work accomplished.

Any study of agriculture that does not take the student out of doors, for at least part of the time, is scarcely worth the taking. Five forty-minute periods a week for thirty-two weeks is the minimum for a unit. Laboratory periods should be of double length. It is recommended that not less than two eighty-minute laboratory exercises a week be given and that not less than fifteen field trips be taken.

PHYSICAL GEOGRAPHY: 1 or $\frac{1}{2}$ unit. There is doubtless no subject in the curriculum of the high school which lends itself more readily to outdoor observation of nature's processes than that of Physical Geography. There is scarcely a topic in the whole subject that cannot be illustrated by laboratory work or a field excursion. After any heavy rain the

whole subject of erosion and drainage is presented in miniature.

Emphasis should be laid upon those portions of the subject which have an influence upon the activities and the happiness of the human race. Any good high school text-book may be followed. Tarr's *New Physical Geography* is a good one.

A well kept notebook, showing that the work has been thoroughly understood by the student, is a necessary part of any good course in this subject.

Five forty-minute periods a week for thirty-two weeks is the minimum for a unit. At least fifteen field trips should be taken.

GENERAL SCIENCE: 1 or $1\frac{1}{2}$ unit. A unit's credit will be given in this subject for not less than thirty-two weeks' work of five recitations of forty minutes each. No laboratory notebook will be required, but there must be presented a notebook of recitation notes showing that the subject has been worked up by subjects in outline form. Any standard text-book may be used, such as Clark's, Snyder's, or Rowell's.

DOMESTIC SCIENCE: 1 unit. To obtain an entrance credit in Domestic Science the candidate must have had a course the equivalent of two laboratory periods of two hours each (three forty-minute periods) and two recitation periods of forty minutes each for thirty-two weeks. As now given in the high schools, the work here called for is usually apportioned to two years.

Notebooks must be presented and must contain records of class discussions and practical work done by the individual student. There must be a statement from the instructor saying that the work was done under her direction.

MUSIC: 1 or 2 units.

One unit of music may be offered as an elective for entrance to any college course. As satisfying the requirements for a credit of one unit the student must possess a knowledge of elementary theory, together with the ability to play well the studies of the grade of Duvemoy, op. 120; Sonatinas of Clementi and Kuhlau or compositions of like grade.

The completion of the Elementary Course of the Progressive Series of Piano Lessons will be accepted for one unit credit.

Two units.

Theory: The candidate must possess a knowledge of the rudiments of music, scales, intervals and staff notation, including the terms and expression marks in common use.

Ear Training: The candidate must be able to name any tone in the scale of C major within the octave when middle C is sounded.

Piano: Combined with the foregoing Theory and Ear Training requirements, a practical knowledge of the various kinds of touch; the ability to play all major and minor scales in similar and contrary motion in sixteenth notes (at metronome speed of quarter note—84); the major and minor arpeggios slowly and clearly; the ability to play with due regard to

tempo, phrasing and expression the studies by Czerny, op. 299, Books 1 and 2; Little Preludes, by Bach; Haydn, Sonata in G; Dussek, Rondo in G; Grieg, Album Leaf in A, op. 28.

Sight Reading: The candidate must be able to play at sight hymn tunes, chorals and compositions of the grade of Clementi's and Kuhlau's Sonatinas.

Students may offer equivalents for studies and pieces mentioned subject to the approval of the head of the music department. The completion of the Elementary and Intermediate Courses of the Progressive Series of Piano Lessons will be accepted as the equivalent of the two units for entrance.

In Organ: Those seeking admission to the organ department must have completed the work of the Freshman year in piano. The organ course covers three years.

In Violin: Candidates to enter the violin course must add to the regular college entrance requirements a knowledge of the general musical theory, and an ability to play correctly selections from the Wichtl *School Book I*, and from Kayser, *Thirty-Six Studies, Book I*, or other works of same standard and difficulty.

In Voice: Applicants for the regular course in voice must add to the regular college entrance requirements the ability to play simple piano accompaniments readily.

ADMISSION TO ADVANCED STANDING

Candidates for admission to an advanced class are subject to examinations on all studies required for admission to the Freshman Class, and on all studies pursued by the class up to the point at which they enter. The College Credit Committee will give due consideration to official reports of work satisfactorily completed at colleges of good standing. Candidates should bring their notebooks, certificates, and other credentials with them and present them on the first day of registration.

No student will be permitted to pass by examination all language work required in any course, but must take at least one year in residence.

COURSES OF STUDY

COURSES LEADING TO DEGREES

The College offers several groups of study, leading to the following degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. All students receiving free tuition appointments must take one of these regular degree courses, or the brief course for teachers outlined on page 52.

REGULATIONS

No student may register for more than sixteen periods a week, except under such regulations as are adopted by the Faculty Council. All students are required to take at least twelve periods of work.

The work in a lower class must be completed before the work in the same subject can be taken in a higher class. In case of conflict between work in a lower class in any department and the work in a higher class in another department, the student must drop the work of the higher class.

Satisfactory examinations on all back work must be passed at the beginning of the session. Seniors receiving a failure or more than one condition at mid-year examinations are no longer to be considered members of the class, and will be required to discontinue some of their work.

A student electing Language as a general Sophomore or Junior elective will be required to continued the language a second year.

No first-year language may count as Senior work.

BACHELOR OF ARTS AND BACHELOR OF SCIENCE DEGREES

Candidates for the A. B. or B. S. degree must meet the requirements of one of the following groups of studies. The group selected must correspond to the subjects offered for entrance. See page 23.

The following is the minimum requirement for all candidates for the A. B. and B. S. degrees:

English	6 hours
Mathematics	4 hours
One Foreign Language	6 hours
History	3 hours
Natural Science	3 hours
Major Subject, from	12 to 18 hours
Related Minor	6 hours
Electives to complete the required 61 hours.	

FRESHMAN YEAR—A. B. AND B. S. DEGREES

GROUP I	HOURS	GROUP II	HOURS	GROUP III	HOURS
English	3	English	3	English	3
Math.	4	Math.	4	Math.	4
Latin	3	Latin,		Latin,	
French, or		French, or		French, or	
German	3	German	3	German	3
History I, or		History I	3	Biology I and	
Biology I and		Elective	3	II, or	
II, or				Physics I, II ..	3
Physics I or II .	3			Elective	3
	<hr/>		<hr/>		<hr/>
	16		16		16

FRESHMAN ELECTIVES: Biology I and II, 3; Drawing I, 2; Expression, 2; History I, 3; Manual Arts I, 1; Music VIII, 2; Physics I or II, 3; Rural Life I, 2; Foreign Language, 3.

SOPHOMORE YEAR — A. B. AND B. S. DEGREES

GROUP I	HOURS	GROUP II	HOURS	GROUP III	HOURS
English	3	English	3	English	3
Latin	3	Latin,		Latin,	
French or		French, or		French, or	
German	3	German	3	German	3
A subject in		History or		Chemistry	3
Division II or		Language	3	A subject in	
III	3	A subject in		Division III	
Elective	3	Division III ...	3	or IV	3
		Elective	3	A subject in	
				Division II	
				or IV	3
	<hr/>		<hr/>		<hr/>
	15		15		15

SOPHOMORE ELECTIVES: *Foreign Language, 3; History, 3; Biology, 3; Chemistry, 3; Physics, 3; Mathematics, 3; Rural Life, 2 or 3; Drawing, 2 or 3; Education, 3; Expression, 2 or 3; Home Economics, 3; Manual Arts, 1 or 3; Physiography, 3; Public School Music, 2 or 3.

* Language chosen in the Freshman year must be continued in the Sophomore year.

JUNIOR AND SENIOR YEARS — A. B. AND B. S.
DEGREES

Candidates for the A. B. and B. S. degrees must complete 30 hours of work in their Junior and Senior years, as follows:

Every candidate for an A. B. or B. S. degree must choose a major subject for concentrated study. This major subject shall comprise not less than six nor more than nine hours a year chosen from a department in the Divisions below. It lies within the discretion of the head of the department to prescribe part of the major work in allied departments. Candidates for the A. B. degree must choose their major subject from a department in Divisions I, II or III. See "Major and Elective Divisions" below. Candidates for the B. S. degree must choose their major subject from a department in Division IV. Additional elective studies sufficient to meet the requirement of 15 hours a year may then be added, provided that at least 21 hours must be above first year work open to Freshmen

and Sophomores. The electives are to be chosen from the four general Divisions, subject to the following restrictions:

(1). At least one course of not less than three hours must be chosen from a department in one of the general Divisions other than that containing the major subject.

(2). At least one subject related to the major subject shall be continued through the Junior and Senior years.

Not later than April 1st of the Sophomore and Junior years each student shall hand to the Registrar a copy of her program of study for the coming year. This program must have the official endorsement of the head of the department represented by the major study and of the Dean of the Faculty.

MAJOR AND ELECTIVE DIVISIONS FOR JUNIORS AND
SENIORS — CANDIDATES FOR THE A. B. OR
B. S. DEGREE

Division I: Language and Literature

Department of English.

Department of Latin.

Department of Romance Languages and Literature.

Department of German.

Division II: History, Education and Social Sciences

Department of History.

Department of Education.

Department of Economics and Sociology.

Music Education.

Division III: Mathematics and Natural Sciences

Department of Mathematics.

Department of Biology.

Department of Chemistry.

Department of Physics.

Division IV: Applied Arts and Sciences

Department of Home Economics.

Courses for Nurses and Public Health Workers.

BACHELOR OF SCIENCE—Teacher Training Course in Home Economics

For entrance requirements, see group III, page 23.

This course, leading to the B. S. degree, has been approved by the Federal Board of Vocational Education. Before receiving their degree students are required to have had two years of experience in housekeeping. The work in the Practice Cottage may be counted as part of this experience. One unit in Domestic Science will be accepted for entrance to any of the degree courses offered by the College. Two units will be accepted for entrance to this course, provided the work is approved by the State Supervisor of Home Economics, and properly kept notebooks are presented.

FRESHMAN

FIRST TERM	Hours	SECOND TERM	Hours
English	3	English	3
Mathematics	4	Mathematics	4
Latin, French or German .	3	Latin, French or German .	3
Household Biology	3	Household Physics	3
History	3	History	3
	<hr/> 16		<hr/> 16

SOPHOMORE

FIRST TERM	Hours	SECOND TERM	Hours
English	3	English	3
Latin, French or German .	3	Latin, French or German .	3
General Chemistry	3	General Chemistry	3
Foods and Cookery	3	Textiles and Clothing	3
Physiology	3	Physiology	3
	<hr/> 15		<hr/> 15

JUNIOR

FIRST TERM	Hours	SECOND TERM	Hours
Design	3	Dressmaking and Costume	
Home Cookery (purchasing, preparation and serving of food)	4	Design	4
House Planning	2	Nutrition	3
Psychology, General and Educational	3	House Furnishing and Decoration	2
Household and Organic Chemistry	3	General Methods	3
		Household and Organic Chemistry	3
	<hr/> 15		<hr/> 15

SENIOR

FIRST TERM	Hours	SECOND TERM	Hours
Dietetics	3	Textiles and Millinery .	3
Methods in Home Economics	2	Methods in Home Economics	2
Practice Teaching	1½	Home Management ...	3
High School Problems .	3	Practice Teaching	1½
Economics	3	Home Nursing	2
Home Management	3	Economics	3
	<hr/> 15½		<hr/> 14½

BACHELOR OF SCIENCE — Course for Nurses

For entrance requirements, see Group III, page 23.

FRESHMAN

FIRST TERM	Hours	SECOND TERM	Hours
English	3	English	3
Mathematics	4	Mathematics	4
Latin, French, or German	3	Latin, French, or German	3
Household Biology	3	Household Physics	3
History	3	History	3
	<hr/> 16		<hr/> 16

SOPHOMORE

FIRST TERM	Hours	SECOND TERM	Hours
English	3	English	3
Latin, French, or German	3	Latin, French, or German	3
General Chemistry	3	General Chemistry	3
Biology	3	Biology	3
Foods and Cookery	3	Hygiene	3
	<hr/> 15		<hr/> 15

JUNIOR

FIRST TERM	Hours	SECOND TERM	Hours
Anatomy and Physiology .	3	Anatomy and Physiology .	3
Psychology	3	Psychology	3
Sociology	3	Sociology	3
Household Chemistry	3	Household Chemistry	3
Dietetics	3	Bacteriology	3
	<hr/> 15		<hr/> 15

SENIOR

Two years of work in a school of nursing accredited by the American Nurses Association and having a course of study conforming to the standard curriculum prepared by the Committee on Education of the National League of Nursing Education.

BACHELOR OF MUSIC

For entrance requirements, see page 24.

This course is designed for those who intend to pursue a musical education. Special attention is given in the Junior and Senior years to the preparation for teaching either Applied Music or Public School Music, or both.

The attention of the student is called to the fact that there are extra charges in the "Music Course." For tuition expenses in this department, see page 141.

FRESHMAN	SOPHOMORE
English 3 German, or French 4 Solfeggio 3 Applied Music (Piano, Voice, or Violin) 5	English 3 German, or French 3 Harmony 2 History of Music 2 Applied Music 5 Solo Class Ensemble Playing } 1
15	16
JUNIOR	SENIOR
Psychology 3 Harmony 2 History of Music 2 Solo Class Ensemble Playing } 1 Applied Music 6 Normal Piano Methods, or Voice, or Organ, or Piano, or Violin, or Junior Literature 2	Applied Music 6 Counterpoint 2 Analysis 2 Public School Music 3 or Voice, or Violin, or Organ, or Piano, or English, or Modern Language Piano Teaching 2 or Voice, or Organ, or Piano, or Violin, or Junior Literature Solo and Ensemble 1
16	16

SPECIAL AND ELECTIVE COURSES

All students, even though they may not be applicants for a degree, are advised to elect one of the regular courses. They furnish an excellent foundation of liberal education, and at the same time allow a reasonable latitude for specialization in single branches. When it seems advisable, however, properly qualified students will be permitted to register for one of the following special courses:

I. BRIEF COURSE FOR TEACHERS

Teachers frequently desire to spend a year or more at college pursuing some special line of work in which they feel themselves deficient, or in preparing themselves for the work of supervision in some chosen line. To meet these demands students are not only offered the regular courses of instruction that lead to graduation, but persons of maturity and experience are permitted to register for a reasonable amount of special work. By making arrangements a student may carry a major portion of her work in one department and secure the privilege of observing the work along her special line in the training school. While no diploma or degree may be granted for this work, letters of commendation may be issued by the heads of the departments in which the work has been done. Moreover, should the student later decide to become a candidate for a degree, credits earned in any of the regular departmental courses will be counted toward graduation.

For such students a two-year course is offered so arranged that it may be pursued continuously, or left in such shape at the conclusion of the first year that the candidate may return later and complete her work.

Students registering for this course will, with the exception of foreign languages, which are optional, take seven to nine periods of their work in regular order as laid down in the Bachelor of Arts course. Additional work, consideration being given to the candidate's preferences and to her previous studies, will then be assigned by the head of the Department of Education.

In determining the elective work of this course, two objects will be kept in mind: (1) That the work may lead to an intensive study and consequently to special preparation for teaching a particular subject or group of subjects; (2) That the studies pursued shall be such as will count toward graduation.

Graduates holding the diploma of a recognized college will be permitted to register for this course without examination. All other students must, with the exception of foreign languages, satisfy the College admission requirements and present a "first grade" teacher's certificate, with evidence of one year's experience in teaching.

There is no tuition charge for this course.

II. BUSINESS COURSES

An outline of the courses offered by the Commercial Department, with the entrance requirements and

expenses, will be found elsewhere in the catalogue. Consult the index: "Commercial Department."

III. ELECTIVE COURSE FOR TUITION-PAYING STUDENTS

In exceptional cases, tuition-paying students who are not candidates for a degree, may elect such studies as they are prepared to pursue with profit, subject to the provisions that the total number of periods must not exceed sixteen, and that from seven to nine of these periods must be taken in regular order from one of the degree courses. In general, such students must be able to enter the Sophomore class.

SUMMER SESSION COURSES

In order to extend its advantages to women whose occupations prevent their attendance upon other sessions, the College maintains a Summer Session, beginning about June 1, and continuing eight weeks. Many of the courses offered are of collegiate grade, and properly completed may be counted towards a degree. Generally speaking, the courses are presented as units equivalent to one-fourth or one-half of a year's work. Proper sequence is provided, thereby enabling the student to continue her course in the ensuing fall, spring, or summer sessions. In brief, the Summer Session constitutes one of the regular terms of the college year, and places the full resources of the Institution—faculty, buildings, dormitories, libraries and laboratories—at the service of those who may wish to devote part of their summer to college work.

In the selection and arrangement of its Summer Courses, the College has had in view the needs of the following classes: (1) Teachers wishing special work in the Principles and Methods of Teaching (Primary, Grammar, and High School), with opportunities for practice and observation work under experienced supervisors. (2) Teachers desiring advanced or collegiate courses in Philosophy, Science, Psychology, and History of Education. (3) Teachers of special subjects, such as Agriculture, Domestic Science, Vocal Music, Drawing, and Manual Arts. (4) High School teachers who desire advanced or extra work along the line of their specialties, with free use of good departmental libraries and well equipped laboratories. (5) College students who wish to earn advanced credit or to remove conditions. (6) Students preparing for college. (7) Mothers, wives, and home-makers who feel the need of practical help in such subjects as foods and food values, cookery, kitchen conveniences, home nursing, sanitation, and household decoration.

A descriptive list of the courses offered in 1919 will be found elsewhere in this catalogue.

A special Bulletin descriptive of its Summer Session work is issued by the College in March. Copies of this Bulletin may be had upon application.

DEPARTMENTS AND COURSES OF INSTRUCTION

DEPARTMENT OF BIOLOGY

EUGENE W. GUDGER
MARY F. SEYMOUR
JOY BRIGGS

I. *Household Biology*.—Required in Bachelor of Science Course; elective in Bachelor of Arts Course. Prerequisite for Elementary Cookery.

This course is designed to prepare students for work in Domestic Science; hence it deals chiefly with Yeasts, Bacteria, and Molds, those micro-organisms which play such a large part in the daily life of the housekeeper. These plants are studied structurally under the microscope, while by numerous experiments on various foods their activities are made clear to the student. The beginnings of the study of Sanitation are made, and some attention is paid to the relation of micro-organisms to Agriculture. The course includes the study of Ameba and of a Green Alga in order to give some idea of the relations of animals and of plants, both green and colorless.

The text-books used are Gudger's *Primer of Household Biology* and Conn's *Bacteria, Yeasts and Molds in the Home*. Collateral reading is done in Conn's *Story of Germ Life*, and, since it is required to be taught by public school teachers in North Caro-

lina, in Ritchie's *Primer of Sanitation*. Three laboratory and two recitation hours a week for fall term, Freshman year. Credit 3 hours, for half year. Laboratory fee, \$1.00.

II. *Botany*.—Elective for students in Bachelor of Arts Course. This course is designed to teach the student to see how plants grow and behave, and to understand their life and work. The plant in its environment is first studied, with special reference to its struggle for existence. Then, it is considered as a whole, analyzed into its parts, and the function of each part studied. Considerable attention is paid to the agricultural side of the subject. The object in view is not to have the student learn the names and peculiarities of any set number of plants or flowers, but to teach something of the lives, activities and inter-relationships of the common plants. Especially is it intended to prepare her to teach nature study work in plants. To carry out the purpose of this course, weekly walks are taken in the park adjoining the campus, and at intervals longer excursions are made into the surrounding country. The course is based on Bailey's *Elementary Botany*, but a considerable amount of reference work is done from references posted to other Botany texts. Prerequisite, Biology I. Three hours recitation weekly, spring semester, Freshman year. Laboratory work done out of doors. Credit, 3 hours for half year.

III and IV. *Anatomy and Physiology*.—Special Courses in Biology. Open only to Sophomores in Bachelor of Science in Household Economics.

The first semester is given to a careful laboratory study of the anatomy and physiology of the frog. This will form the basis for the work of the second semester in human anatomy and physiology; hence, constant comparisons will be made between structures and functions common to the bodies of both frog and man. The second semester is devoted to a short but comprehensive study of the human body, especial emphasis being laid on the digestive, circulatory and excretory systems. The whole year's work will be closely correlated with the courses in Home Economics. Prerequisites, Biology I and Physics III. Three hours laboratory work and two of recitation weekly throughout the year. Credit, 3 hours. Laboratory fee, \$2.00.

V and VI. *Physiology and Hygiene*. Elective for Sophomores.

That every student in college may have an opportunity to study the human body and learn how to care for it, the department of Biology offers a course in Physiology and Hygiene without prerequisites. This work will for the present be given by recitations and by lecture-table and laboratory demonstrations. Communicable diseases and questions of public as well as personal hygiene will be considered, since all these are of practical value to the teacher. This course will be based on Hough and Sedgwick's *Human Mechanism*. Three hours recitation, both terms. Credit, three hours. Laboratory fee, \$1.00.

VII and VIII. *General Biology*.—Open to Juniors and Seniors in Bachelor of Arts and to Sophomores in Bachelor of Science in Nursing Courses.

This course is designed as a part of the liberal education of every student and is intended to prepare students for further work in Biology and for courses in Physiology and Hygiene. The work of the first semester is devoted to the study of two typical non-flowering plants and three invertebrate animals to illustrate the rising complexities of forms and functions as found in higher and higher organisms.

The second semester is given over to an intensive study of the anatomy and physiology of the frog. Constant reference is made to the parallelisms in organs and functions in this animal and in man. Prerequisites, Biology I and II, and Chemistry I and II (these parallel for students taking B. S. in Nursing). Three hours laboratory and two hours recitation weekly. Credit. three hours. Laboratory fee, \$2.00.

IX. *Principles of Biology*.—Open to Bachelor of Arts Seniors.

A study is made of the great principles and generalizations of Biology covering such topics as the properties of living matter, metabolism and growth, ontogenesis, variation and heredity, origin of species, etc. The work will be carried on by readings, discussions, and lectures. There will be considerable parallel reading which will be reported on by students. This course will be based on Abbott's *Principles of Biology*. Prerequisites, Biology I and II,

V and VI. Three hours, lecture, recitation, or reading, fall semester. Credit, three hours for half year.

X. *History of Biology*.—Open to Bachelor of Arts Seniors.

In this course a short study will be made of the history of science in general and of the history of Biology in its various branches in particular. The work will be based on Locy's *Biology and its Makers*, and like the preceding course will be given in the form of readings and lectures. Much parallel reading will be assigned and written reports required. Prerequisites, Biology I and II, V and VI, and VII. Three hours lecture or reading, spring semester. Credit, three hours for half year.

XI and XII. *General Physiology*.—Open to Bachelor of Arts Seniors and to Juniors in Bachelor of Science in Nursing.

The object of the course is to give a general knowledge of the structure and the activities of the normal human organism, and to apply this knowledge to personal hygiene.

The laboratory work consists of dissection of a mammal and of organs from a mammal, of the elements of histology, of experiments in physiology and physiological chemistry and of a few exercises in home nursing. First semester: respiration, excretion, internal secretions, animal heat, reproduction, muscle and nerve. Prerequisites, Biology I and II, V and VI, and Chemistry I. Three laboratory and

two recitation hours per week throughout the year. Credit, three hours. Laboratory fee, \$3.00.

XIII and XIV. *Comparative Anatomy and Embryology of Vertebrates.*

These courses are planned particularly as preparatory work for students intending to take medicine, but are open to all Seniors who can meet the prerequisites. They will be given as laboratory courses in the dissection of the chief systems of the shark, reptile, bird and mammal to show the origin of the various structures of the human body. In the spring a two months' course will be given in embryology and in the fundamentals of microscopic technique. Prerequisites, Biology I and II, and V and VI. Both terms, six hours laboratory and 1 hour quiz or lecture, weekly. Laboratory fee, \$3.00.

DEPARTMENT OF CHEMISTRY

MARY M. PETTY
MARY L. SHERRILL
ELVA E. BARROW

I. *General Chemistry*.—Offered to students with no previous preparation in the subject.

Credit, three hours—one laboratory period of three hours, two lecture periods.

II. *General Chemistry, including a brief course in Qualitative Analysis*.—Offered to students who present one unit in Chemistry for entrance credit.

Credit, three hours—one laboratory period of three hours, two lecture periods.

III. *Qualitative Analysis and Elementary Volumetric Analysis*.—Prerequisite, Course I or II.

Credit, three hours—two laboratory periods of three hours each, one lecture period.

IV. *Organic Chemistry*.—Prerequisite, Course I or II. This includes the study of the Aliphatic Hydrocarbons, their derivatives, their Carbohydrates, and the Proteins.

Credit, three hours—two laboratory periods of three hours each, 1 lecture period.

V. *Chemistry of Foods*.—Prerequisite, Course I or II.

Credit, three hours—1 laboratory period of three hours, two lecture periods.

VI. *Quantitative Analysis*.—Prerequisite or Parallel, Course III.

Credit, three hours—two laboratory periods of three hours each, one lecture period.

VII. *Advanced Quantitative Analysis with Industrial Applications*.—Prerequisite or Parallel, Course VI.

Credit, three hours—two laboratory periods of three hours each, one lecture period. Not offered in 1919.

VIII. *Organic Chemistry*.—The Aromatic Series, with special organic preparations relating to drugs, dyes, etc. Prerequisite, Course IV.

Credit, three hours—two laboratory periods of three hours each, one lecture period.

IX. *High School Methods and Equipment, with Practice Teaching and Observation.*—This course is taken in connection with observation and teaching in the Training School for one-half year.

Credit, one and one-half hours on major in Chemistry.

DEPARTMENT OF DRAWING

MELVILLE VINCENT FORT

I. *Object drawing, simple designing and illustrating.*—Mediums used: pencil and colored crayons. Once a month a famous painting is studied.

Two hours a week. Elective for Freshmen.

II. *Object drawing for light and shade.*—Designing and illustrating are continued in this year, with pencil, colored crayon, and watercolors as mediums. The lives of some of the great artists are studied.

Two or three hours a week. Sophomore elective.

DEPARTMENT OF ECONOMICS AND SOCIOLOGY

H. H. BENEKE

The plan of this department is to pursue the practical study of social and economic problems. One course in the History Department is a prerequisite

to work in Economics and Sociology. Economics III, Economics IV, Sociology III, and Sociology IV, are unit courses, each complete within itself. They are term courses and not year courses.

Economics I. Principles of Economics.—Three hours a week, first term. For Juniors and Seniors.

This course is a survey of the fundamental principles underlying and governing the economic activity and life of mankind. The topics considered are: The industrial expansion of the United States; nature of economic activity and institutions; economic concepts; consumption of wealth; value; production; distribution—profits, rent, wages, and interest; and the relation of the theories of value, price, and distribution.

Economics II. Applied Economics.—Three hours a week, second term. Open to Juniors and Seniors. Prerequisite, Economics I.

Application of the fundamental principles of economics to a series of present day problems. The purpose of this course is to give the student a critical and comprehensive view of the following problems: Money; credit and banking; foreign exchange; saving and investment institutions; tariff; monopolies; railroads; trusts; insurance; property; industrial betterment; socialism; and marketing.

Economics III. Modern Labor Problems and Women in Industry.—Three hours a week, first term. For Juniors and Seniors.

The first part of the course is a general study of the labor problem in America. The industrial situation in North Carolina will be considered throughout the course. The following topics will be considered: Comparative study of wages; theories of wages; labor organizations; trade union statistics; collective bargaining; strikes; arbitration; boycott; closed shops; methods and policies of labor organizations; the political activity of labor organizations; a survey of the most significant modern labor legislation; and the future of the laboring class.

Economics IV. Public Finance and Taxation.—Three hours a week, second term. For Juniors and Seniors.

An analysis of governmental expenditures—national, state, and local; public debts—extent, limitations, and policies; and the sources of governmental revenue. The taxation topics considered are: The principles of taxation; direct and indirect taxes; the governmental machinery of taxation; the determination of the tax rates; income and inheritance taxes; the general property tax; corporation taxes; business and license taxes; poll tax; special assessments; war taxes; the ethical and moral phase of a tax system; government loans and bonds; an efficient and a just system of taxation. An intensive and critical study will be made of the system of taxation in North Carolina.

Sociology I. Principles of Sociology.—Three hours a week, first term. Open to Juniors and Seniors.

The purpose of this course is a systematic study of society, aiming to give the student a general conception of modern society, to stimulate social thinking, and a consciousness of the operation of social forces. A general analysis will be made of the following topics: The nature, scope, purpose and method of Sociology; the psychological basis of Sociology; the influence of geographic factors on the life of society; the factors of rural and urban conditions; social activities, analysis, classification, and modes of variation; theories of social evolution; examples of social evolution; social laws; processes of socialization; the social mind; the principles of social control; and society, its origin, nature, and conceptions.

Sociology II. Applied Sociology.—Three hours a week, second term. Open to Juniors and Seniors. Prerequisite, Sociology I.

Work will consist in the application of the fundamental principles of Sociology to social institutions and social problems. A general analysis will be made of the following topics and problems: Wealth, its present distribution and the socialization of wealth; poverty, pauperism and systems of charity; hereditary characteristics, acquired traits and eugenics; crime, its causes, nature and its treatment; the racial problem of the negro and the immigrant; the family, its origin, forms, development, and organization; the state, its origin, development and social function; religion, its social origin, development, and function; the social aims and principles of education; and the survey and methods of social investigation.

Sociology III. Social Pathology and Social Betterment.—Three hours a week, first term. Open to Juniors and Seniors.

This course consists of an intensive and fundamental study of some of the social pathological problems. The problems analyzed are: unemployment; poverty and systems of charity; public health; the blind and the deaf; the feeble-minded and the insane; crime and the penal systems; the inspection of social institutions; the divorce problem; and social therapeutics. The situation in North Carolina is considered in the study of all these problems. Each student will be expected to make a special study of some social pathological problem, preferably one which prevails in her home community.

Sociology IV. Social Problems of Child Welfare.—Three hours a week, second term. Open to Juniors and Seniors.

A general and fundamental study is made of a series of problems pertaining to child welfare: (1) the conservation of life—births and death rates, child mortality, the milk problem, and preventive work; (2) the physical conditions of children—care and training of physical defects, playground and recreation, and wider social use of the schools; (3) juvenile delinquency—causes and nature, the juvenile court, the probation system, other reformatory agencies, and various measures of child protection; (4) the problems of the dependent child—the dependent and the neglected child, principles of child saving, and private and public child-saving agencies; (5) a study of

the child welfare program of North Carolina—the legal program, the institutional facilities, actual accomplishment, and additional suggestions. These problems of child welfare are studied from the social viewpoint.

DEPARTMENT OF EDUCATION

JOHN H. COOK
J. A. HIGHSMITH
A. P. KEPHART
ETTA R. SPIER
LIZZIE McIVER WEATHERSPOON
RUTH FITZGERALD
MAMIE E. ROHR
PAULINE BROOKS WILLIAMSON
LUCILE ELLIOTT
JOSEPHINE MOORE
NELLIE WALKER
RUTH EWING

The special function of the department of education is to train teachers for the schools of North Carolina. In furtherance of this function, opportunities are provided for growth in professional knowledge and for development of teaching skill. The study of basal principles as well as the specific needs of the teachers trained are considered in the offering of courses. The opportunities for observation and teaching under supervision are such as to give experience in nearly every phase and field of school work.

Professional courses are offered to prepare specifically for the following positions: high school teachers; high school principals; primary, intermediate and grammar grade teachers and supervisors; principals

of graded and consolidated schools; rural teachers and supervisors.

Opportunity for teaching experience is varied according to the needs of prospective teachers. The training school, under the control of the department of education, is located on the campus. Seven grades are represented in the enrollment of 200 pupils. Nine skilled supervisors in cooperation with the head of the department direct the teaching of student teachers.

Arrangements have been made whereby the well-organized modern high school of the City of Greensboro is open to prospective high school teachers for observation of teaching and some teaching under supervision. The work of these students is carefully planned by the department of secondary education.

A two-room rural school, within easy reach of the College, under the direction of the department of rural education, provides opportunity for the teaching work of prospective rural teachers and rural supervisors. Many typical rural schools and communities of Guilford County are within an hour's drive of the College.

The courses offered by this department are also designed to meet the certification requirements of the State Board of School Examiners and Institute Conductors. Students of this College may so arrange their programs as to receive upon graduation without examination probationary life certificates or permanent certificates in the field of work covered by their method courses and represented in their teaching under supervision.

Education I and II. Principles of Elementary Education.—Three hours a week, both terms.

This course is designed to meet the requirements of State Law for Elementary Certificates. It is open to students who expect to receive an elementary teacher's certificate, but cannot in the current year qualify for a college degree.

The course will include a study of educational principles, and the theory and practice of teaching the elementary school subjects. Attention will be given to school management, records, programs, course of study and school sanitation.

Education III and IV. Public Education.—Three hours a week, both terms.

This course deals with education as a national asset and the school as an institution with significant social, civic and economic bearings. An investigation is made concerning the extent of the influence of different systems of education upon the civilization, government, and ideals of various nations past and present. A study is made of the peculiar functions of elementary, rural, secondary and special-type schools; their historical development, and adaptations needed in order to meet the continuously increasing demands made upon public education; and the duty of the teacher and the enlightened citizen in the matter of school improvement.

This course introduces the study of present educational principles, methods and practice by a study of the history of their development; and leads to an appreciation of the importance of teaching through

the study of the life and work of great educational leaders and by some observation of the work of skilled teachers in various fields of work.

This course also serves as an orienting course. By study and observation of the work in various schools and in different grades offered in this course, students may more intelligently decide as to the field of teaching service for which their aptitudes and abilities best fit them. (For Sophomores.)

Education V. Educational Psychology.—Three hours a week, first term.

The purpose of this course is to present important psychological principles underlying human behavior. Among the topics considered will be the nervous system as the organ of behavior, sensory capacities and defects, the mental processes involved in such types of learning as perceptual, associational, motor, and problem type. Texts, demonstrations, experiments, assigned readings. Junior and Senior elective. Prerequisite to Senior Education Courses.

Education VI. Educational Psychology.—Three hours a week, second term.

The prime aim of this course is to acquaint the student with child nature and capacities. Original tendencies and capacities, mental characteristics of different periods of child life, individual differences, characteristics of the adolescent period, laws of learning, exceptional children, are the topics which will receive special consideration. Prerequisite, Course I.

Junior and Senior elective. Texts, experiments, assigned readings.

Education VII. Educational Psychology.—Briefer course. Three hours a week, first term.

This course is designed to acquaint the student with the more important laws and principles of psychology as they apply to the educative process. Among the topics considered will be: native tendencies, habit formation, memory and association, laws of learning, and individual differences. Some consideration will be given to the nervous system as the organ of behavior.

The course is planned to meet the needs of the students in the Home Economics department. The subject matter will be presented with special reference to the problems of these students. Texts, experiments, assigned readings.

Education VIII. School Sanitation and Child Hygiene.—Three hours a week, second term.

This course takes up the location, construction, arrangement and care of the school building; the selection of equipment; and the organization and administration of the school from the standpoint of conservation of the health of the child, detection, prevention, and correction of physical defects, and the preservation of sanitary and healthful conditions in the light of the work to be done by the school.

Discussions, recitations, assigned readings and reports. For Juniors and Seniors.

Education IX. School Management with Observation of Teaching.—Three hours a week, first term; to be followed by Principles of Teaching and Observation, second term.

This course treats of classroom management and control as a significant factor in efficient instruction, character building and training for citizenship. School buildings and equipment, the personality of the teacher, plays and games, and the development of school spirit are evaluated as aid in securing cooperative government through pupil participation and self control. Problems of discipline are revealed by observation in many school rooms and solutions are proposed and discussed involving the social nature and purpose of punishment.

The importance of supervision, professional literature and other means of growth and improvement in service; the inter-relations of the teacher and community; professional ethics; and organization of schools, are among the problems discussed. For Juniors and Seniors.

Education X. Principles of Teaching with Observation in Teaching.—Three hours a week, second term. Prerequisite, one term of Psychology.

In this course a scientific and practical study of the principles and technique essential to efficient class instruction is attempted. By observation, application of these principles is made to typical classroom exercises. The different lesson types, the art of questioning, lesson plans, teaching how to study, motivation and the problem-project method, examinations and

measurements of results in education and the health of children are studied as factors of the educative process by which the child develops into the ethical and efficient member of society. For Juniors.

Section B. This section is planned for students in Home Economics and will be treated with special reference to their particular work.

Education XI and XII. Rural School Curriculum and Management.—The problems of the rural school will be studied in this course. The school will be considered as an agent for the vitalizing and improvement of country life conditions. Study will be made of the rural life and the rural school, the type of curriculum best suited to meet the present situation and the best method of teaching these subjects. Other topics will be rural school management, programs, rural school hygiene and sanitation, and community organization.

This course is designed for rural and village teachers and principals. It is open to Seniors and Juniors of teaching experience.

Education XIII. Principles of Education.—Three hours a week, second term, a conclusion of each of the method courses offered in the first term. See XV, XVII, XIX. Prerequisites, one year of Psychology, one term each of methods and observation in teaching under supervision.

This course is a study of the physical, psychological and social bases of education; the physical, moral, vocational and cultural aims of modern education

and of the types of curricula and school organization most likely to realize these aims.

Considerable attention is given in the course to the principles underlying moral education; criteria for curricula; interest as a means and an end; the learning process; education as a means of democratic control; and to the modern literature of education as a means of professional growth after entering the service. For Seniors.

Education XV. High School Methods.—Three hours a week, first term, to be followed by Principles of Education in the second term. See XIII. Prerequisite, one year of Psychology.

After a preliminary study of the nature of the high school pupil, the qualifications of the teacher, and the history of the high school movement, the practical problems of teaching the high school subjects are covered in detail. From the standpoint of meeting the needs of the adolescent pupil the following general topics are treated: curriculum the aim of secondary education, discipline, and methods of the class and study period.

Students taking this course are advised to take course XXI, for the two are closely correlated.

Education XVI. History of Education.—Two hours a week, first term. Prerequisites, one year of College History and one year of Education.

In this course a study is made of educational theories of the past in order to throw light on our present principles and practices. The religious, in-

dustrial and economic conditions of the time, and education are considered in their reciprocal relations. The emphasis of the course is on modern educational reformers and their theories as influencing educational thought of today. For Juniors and Seniors.

Education XVII. Grammar Grade Methods.—Four hours a week, first term, followed by Principles of Education, second term. Prerequisite, one year of Psychology or its equivalent.

In this course careful consideration is given to the choice and organization of subject matter with a view to adapting it to the needs and interests of grammar-grade children. A practical study of the problem-project method is included in the course. General and special methods as are adapted to teaching in these grades are studied and applied in teaching under supervision.

This course is closely related to teaching under supervision in the grammar grades and is required in connection with this course. For Seniors.

Education XVIII. Teaching of School Drawing.—Three hours a week, second term.

This is a practical course dealing with the content and organization of the course in drawing which may be adapted to the needs of graded and elementary schools of the state, and the methods of teaching the subject. For students majoring in Education who expect to teach in rural or graded schools.

Education XIX. Primary Methods.—Four hours a week, first term, followed by Principles of Education, second term. Prerequisite, one year of Psychology or its equivalent.

This course deals with the content and methods of the various subjects of the first three grades—Reading, Literature and Dramatization, Industrial and Fine Arts, Arithmetic, History and Writing.

Lectures, required readings, discussions and original work. For Seniors.

Education XX. North Carolina School Law.—One hour a week, second term.

This course is designed to meet the certification requirements of the State Board of School Examiners. Among the topics considered are the sources of financial support of the schools; the administration of school law; the functions of federal government, the state and the smaller units of control; the law governing employment, certification and supervision of teachers, compulsory attendance, child labor and public health. For prospective teachers.

Education XXI and XXII. Teaching under Supervision.—Both terms, credit three hours for the year. Prerequisites, one year of education; special methods should be taken conjointly.

As far as possible the students are assigned to the specific kind of teaching which they expect to do, elementary, primary, intermediate, grammar grade, or high school.

A. Teaching in primary, intermediate and grammar grades.

This work is done in the training school under the direction of the head of the department and under the careful supervision of a trained supervisor for each grade. After a period of observation, student teachers are made fully responsible for a certain part of the teaching throughout the year, which includes the details of school government during their time of teaching. Five hours of actual teaching is required each week; conferences are held daily by supervisors for constructive criticism of teaching and planning new lessons. The principles of the special method courses are continuously applied to teaching so that theory may constantly function in the improvement of teaching skill and that experience in teaching may give meaning and interest to theory and principles.

B. Teaching in rural schools.

In addition to the facilities offered by the training school, students preparing for teaching or supervision of rural schools are given opportunities to teach in the two-room rural school controlled by the College, and to consider at first hand rural school and community problems in connection therewith.

C. Observation and teaching under supervision for prospective high school teachers.

For a part of this course the student is required to spend five hours a week in actual observation of high school teaching, chiefly in her major subject, but adapted to the probable combinations of subjects

in teaching in high schools. The students in this course are assigned to subject groups which meet weekly for conference on methods of teaching the different subjects and problems that arise from observation. The other part of the course consists in teaching the subject of major or minor interest or related subjects in the grammar grades according to the plans in (A). Half of the year is spent in teaching grades of the grammar school and half in the high school of the City of Greensboro. Weekly and detailed reports and assigned readings.

Education XXIII and XXIV. Rural School Supervision and Administration.

The problems of the rural school will be studied from the standpoint of a supervisor. The course includes a study of rural school curricula and critical examination of prevailing methods of teaching the elementary school subjects, thus providing the supervisor with guiding principles for criticism and improvement of instruction.

Special emphasis will be laid upon cooperation between school and home, and the teacher's part in community work. Field work will provide opportunity to visit and study different types of rural schools, county teachers' meetings, practice supervision of the elementary subjects, and consolidation. This course is open to special students preparing for Rural Supervision and Seniors who have had at least two years experience in teaching in rural schools.

DEPARTMENT OF ENGLISH

WILLIAM C. SMITH
MARTHA E. WINFIELD
ALONZO C. HALL
CHARLES B. SHAW
DORA ROBINSON
JOHN D. MACMILLAN
FRANCES WOMBLE
FLORENCE ECKERT
ETHEL D. KANTON

I-II. *Rhetoric and Composition*.—Three hours a week for the year. Study of prose selections, with emphasis on the organization of material. Weekly themes and oral composition. Reports on assigned readings. Individual criticisms and interviews. Required of Freshmen.

III-IV. *Literature and Composition*.—Three hours a week for the year. A survey course in English literature. Careful reading of poetry and prose selections, supplemented by discussions, illustrating the development of various poetic and prose types of English literature down to the beginning of the nineteenth century. Outlines, written themes, and oral reports. Personal conferences. Required of Sophomores.

FOR JUNIORS AND SENIORS

Subject to the approval of the head of the department, Juniors and Seniors may elect any of the following courses:

VI. *English Poetry from 1780 to 1832*.—Two hours a week, first term. Wordsworth and Coleridge

will be the chief subjects of study. In addition there will be assignments in the poetry of Burns, Cowper and Scott. Special attention will be given to the Romantic movement, the growth of democracy and individualism, and the inspiring ideals of liberty and patriotism voiced by the poets of the era.

VII. *American Literature*.—Two hours a week, first term. A study of the greater American writers—poets, novelists, essayists, orators—with the purpose of discovering the distinctly American elements, especially American ideals reflected in our literature.

During the first semester the religious ideals, as revealed in the works of Mather and Edwards, and the ideals of democracy, revealed in the essays and speeches of the Revolutionary Period, will be interpreted in the light of present day conditions; also an attempt will be made to discover the national and original qualities in the literature of Irving, Cooper, Bryant, Hawthorne, and Poe.

Lectures; extensive reading; written reports.

VIII. *British Poets of the Nineteenth Century*.—Two hours a week, first term. A study of the poetry of Tennyson and Arnold, with outside assignments on Clough, Morris, Swinburne, and Rosetti. Emphasis is given to the oral interpretation of poetry and especially to its vitality as embodying the higher ideals of modern thought and conduct.

IX. *Nineteenth Century Prose*.—Two hours a week, first term. The work of the chief prose writers

exclusive of fiction. See XIX. The course will be one of liberal reading, chiefly of the familiar essay as illustrated in the writings of Lamb, DeQuincey, Newman, Huxley, Arnold, Carlyle, Macaulay, Ruskin, and Stevenson.

X. *The Short Story*.—One hour a week for the year. A course designed for students who have shown ability in Freshman and Sophomore composition work and who wish to gain further effectiveness in writing, especially in writing the short story. The laboratory method is followed in the course. Narratives are required.

XI. *The Literary Study of the Bible*.—Two hours a week, first term. A reverently critical study of the Bible as part of the world's great literature. The purpose sought in the course may be said to be, a fuller comprehension of the truth of the Bible through a more intelligent appreciation of its excellencies of form and structure. Representative masterpieces will be considered, among them, Essays, Orations, Stories, and Poems.

Moulton's *Modern Reader's Bible* is the text.

XII. *Milton*.—Two hours a week, first term. A study of Milton's poetry. Class reading will include the minor poems, the greater part of "Paradise Lost," "Paradise Regained," and "Samson Agonistes." The collateral reading will include portions of Milton's prose, a historical survey of the period from 1620 to 1660, and selected critical essays. The class

work will be chiefly discussion and interpretation of the readings.

XIII. *Contemporary Poetry*.—One hour a week, first term. This course is designed as a study of contemporary poets whose writings reflect the changing social, political and ethical conventions of our present civilization. Such representative English and American poets will be studied as Masfield, Gibson, Brooke, Masters, Frost, and Lindsay.

XIV. *Studies in Modern Drama*.—Two hours a week, first term. In the drama produced in England and on the continent since Ibsen began to write, opportunity is offered for the study of some of the most significant and representative literature of our time. This course offers plays by Ibsen, Hauptmann, Sudermann, Pinero, Strindberg, Galsworthy, Barker, and others.

XV. *The Plays of Shakspeare*.—Three hours a week, second term. Representative plays will be taken, illustrating the different stages in Shakspeare's artistic evolution, from the prentice period of *Love's Labour's Lost* through the closing period of *The Tempest*.

XVI. *The Teaching of English in the High School*.—One hour a week for the year. A course for teachers of English in high schools. It will include mainly the literature read in high schools, with a survey of such supplementary material as a high school

teacher should know. Throughout the year there will be practical discussions of the most important problems in teaching literature; making a course of study; the choice of subject-matter; the relation of literature to composition and to other subjects of study; supplementary reading; and the use of reference books and current periodicals.

XVII. *American Literature*.—Two hours a week, second term. A critical study of Emerson, Longfellow, Whittier, Holmes, Lowell, Whitman, and Lanier. The emphasis, as in Course VII, will be upon the expression of Americanism, and upon the originality of the contribution made by these masters of our literature. Attention will be directed to writers who have given worthy expression to Southern life. Lectures; extensive reading; written reports.

XVIII. *British Poets of the Nineteenth Century*.—Two hours a week, second term. The poetry of Robert Browning. An interpretative study of Browning's great messages on faith, love, art and the meaning of life as given us in his Lyrics, Romances, Men and Women, Dramatis Personae, and a selected number of Tragedies.

XIX. *Nineteenth Century Prose*.—Two hours a week, second term. Supplementary to Course IX. An historical and critical survey of the English novel from Scott to Meredith. Lectures on the significance of the novel and its relation to modern life. Liberal readings and reports; study of selected types; class

discussions of reflected ideals in society, politics, education, art, and industry.

XX. *Development of the Drama*.—Two hours a week, second term. The class work will consist of lectures and discussions of the reading. A few critical papers will be required. The lectures trace the development of the drama from its crude beginnings in the miracle and morality plays through its period of greatest influence in the Elizabethan times. The study includes a miracle play, a morality play, and at least one drama by Udall, Still, Sackville and Norton, Lyly, Greene, Peele, Kyd, Marlowe, Jonson, Dekker, Thomas Heywood, Middleton, Beaumont and Fletcher, Massinger, and Webster.

XXI. *Poetry of Kipling*.—One hour a week, second term. An examination of the sources of Kipling's popular appeal, and, more particularly, of the deeper note of earnestness pervading his best work.

XXII. *Poetics*.—Two hours a week, second term. The course includes a detailed study of the kinds of poetry (epic, lyric and dramatic); of its internal elements (emotion, imagination, beauty, and truth); of its external elements (rhythm, metre, quantity and rhyme). Such verse types as the ode, the sonnet, blank verse, and the French forms are analyzed. The latter part of the course consists of practice in writing simple pieces of verse. Not given in 1919-1920.

XXIII. *The Later Romanticists*.—Two hours a week, second term. English poetry 1807-1824. An interpretative study of Shelley, Keats and Byron.

XXIV. *Chaucer*.—Three hours a week, second term. A study of Chaucer—his times, his art, and his literary relations. Intensive reading of selected works. Outside reading and reports.

XXV. *Chief European Dramatists*.—Two hours a week. A study of the evolution of play-making from the great Greeks of the Fifth Century B. C., to the Scandinavians at the end of the Nineteenth Century. One typical play from each of the master dramatists of Europe (excepting England) is included. Through these plays, from the tragedies of Æschylus to the intensely dramatic problem-play of Ibsen, the underlying principles of the drama are clearly brought out. The following dramatists are represented: Æschylus, Sophocles, Euripides, Aristophanes, Plautus, Terence, Lope de Vega, Calderon, Corneille, Molière, Racine, Beaumarchais, Victor Hugo, Augier and Sandeau, Dumas, Goldoni, Lessing, Goethe, Schiller, and Holberg. Not offered in 1919-1920.

DEPARTMENT OF ELOCUTION AND PUBLIC SPEAKING

MARY SETTLE SHARPE

I. *Technique of Voice and Speech, and Elementary Vocal Expression*.—Two hours a week. Elective for Freshmen.

Class drill and individual practice by means of short stories and poetic selections.

1. Special attention is given to breathing, enunciation, pronunciation, defects of speech.

2. A study of the forms of emphasis.

II. *Training of Body and Voice*.—Two hours a week. Elective for Sophomores.

Voice culture; rhythmic exercises for freedom, ease and grace of movement; principles of effective speaking; recitation of oratorical, narrative, lyric and dramatic forms of literature.

DEPARTMENT OF GERMAN

CAROLINE P. B. SCHOCH

Students who do not offer any German for entrance will, if they are to pursue the subject in College, take Course I. Students offering one, two or three units of German will, if they are to continue the subject, take Courses II, III, or IV, respectively.

As far as is practical, German is the language of the class room.

I. *Elementary Course*.—Three hours a week. Thorough drill is given in pronunciation and the essentials of grammar are mastered. Simple German prose is read. The composition comprises questions on the stories read, followed by oral and written reproduction of the easier sections of the material. Practical idioms are memorized as they occur in the

texts, and several short poems are studied and memorized.

Grammar: (To be chosen.)

Reading: Guerber's *Märchen und Erzählungen*; Leander's *Träumereien*; Selections from *Deutsche Heimat*.

II. *Intermediate Course*.—Three hours a week. In this course *Novellen* and stories are selected from modern authors, such as: Storm, Wildenbruch, Riehl, Keller, etc. Easy prose plays are chosen for rapid reading. A number of poems are read and memorized. Outside reading is required each term. The procedure for composition work is the same as in Course I, this work being supplemented by Chiles' *German Prose Composition*. Further study is made of grammar.

III. *Introduction to the Classics*.—Three hours a week. Careful study of one representative work of each of the following authors: Lessing, Goethe, Schiller. Attention is paid to the literary study of the works read, and a brief study of the authors' lives is made. Outside reading and reports are required.

IV. *Goethe's Life and Works*.—Three hours a week. A study of several of the important periods of Goethe's life and representative dramatic and lyrical works of each period, supplemented by selections from *Dichtung und Wahrheit*.

V. *Schiller's Life and Works*.—Three hours a week for the first term. A study of several of Schil-

ler's important dramas and ballads. The author's life is studied in detail. Open to students who have completed Course III.

VI. *Lessing's Life and Works*.—Three hours a week, for the second term. A study of Lessing's dramatic works; discussions on *Laokoön* and *Hamburgische Dramaturgie*. Lectures and recitations on Lessing's life. Open to students who have completed Courses III and V.

VII. *Readings in Scientific German*.—Three hours a week for the first term. A reading course offered especially for those students who are specializing in science. Open to students who have completed Course II.

VIII. *Historical Readings*.—Three hours a week for the second term. Selections from Schiller, Freytag, Von Sybel, etc. Designed for students who desire practice in German historical style as well as the acquisition of a historical vocabulary. Open to students who have completed Courses II and VII or the equivalent of Course VII.

IX. *German Fiction of the Nineteenth Century*.—Three hours a week for the first term. Lectures on the development of the German novel and the *Novelle* up to and through the nineteenth century. Readings in class of the more important writers. Collateral reading and reports. Open to students who have completed Course IV.

X. *The German Drama of the Nineteenth Century*.—Three hours a week for the second term. Brief lectures on the lives and works of the following authors: Kleist, Grillparzer, Hebbel, Wildenbruch, Ludwig, Hauptmann, and Sudermann. Study of one drama of each author. Open to students who have completed Courses IV and IX.

XI. *Teachers' Course*.—Three hours a week. An elementary study of phonetics; study of advanced composition and grammar; discussions of various methods used in the teaching of German; consideration of grammars and texts. Open to students who have completed Course IV and required of students who elect German as their major.

DEPARTMENT OF HISTORY

W. C. JACKSON
HARRIET W. ELLIOTT
MAGNHILDE GULLANDER

I. *The History of Western Europe from the decline of the Roman Empire until the close of the Thirty Years War*.—This includes the development of the important mediaeval institutions, the Holy Roman Empire, the Papacy, Monasticism, and Feudalism, and a survey of the rise of monarchies in France and England, the Crusades, life and culture of the Middle Ages, the Renaissance, and the Reformation.

Freshman. Three hours a week for the year.

II. *Western Europe, 1648-1815*.—This course offers a general survey of Western Europe from 1648-1815. The political, social and economic changes will be discussed. The purpose of this course is to give a background in European History which will be a guide for more intensive work in special European problems.

Sophomore. Three hours a week for the first term.

Prerequisite, History I.

III. *Western Europe, 1815-1875*.—This course continues the work begun in Course II. The organization and purpose is the same as in Course II.

Sophomore. Three hours a week for the second term.

Prerequisite, History II.

IV. *England in Nineteenth and Twentieth Centuries*.—This course will be a study of the domestic questions in England and the problems of the Empire. A study will be made of the political, social and economic changes as a result of the important reforms. War aims will be discussed. England's effort in the war will be analyzed.

Junior and Senior elective. Three hours a week for the first term.

Prerequisite, History I.

V. *Modern Russia and the Balkans*.—The political, social and economic conditions in Russia in the nineteenth and twentieth centuries will be studied.

Russia's relations to Western Europe; the Balkan problem; and the Revolutions of 1905 and 1917 will be emphasized.

Junior and Senior elective. Three hours a week for the first term.

Prerequisite, History I.

VI. *French Revolution and Napoleonic Era, 1789-1815.*—An intensive analysis of the economic, social and political conditions in France just prior to the Revolution will be made. This will be followed by a careful study of the Revolution. Then the rise of Napoleon and the general results of his reign in France and Europe will be discussed.

Junior and Senior elective. Three hours a week for the first term.

Prerequisite, History I.

VII. *American History to 1829.*—This course will cover briefly the main lines of Colonial development, and then the formation and nature of the Constitution, the rise of political parties, early diplomatic relations, social and economic development, etc.

Junior and Senior elective. Three hours a week for the first term.

Prerequisite, one year of History.

VIII. *France since 1815.*—This course will be a study in the political, social and economic development of France. The restoration period; revolutionary movements in 1830 and 1848; the Second Empire; the Franco-Prussian War; and the organization of

the Third Republic will be analyzed. Particular attention will be given to recent social and economic reforms and the war aims of France.

Junior and Senior elective. Three hours a week for the second term.

Prerequisite, History I.

IX. *Modern Italy*.—This study will cover the developments of Italy since 1815. Problems discussed will be: Foreign control of the Italian States; struggle for liberty; and the organization of the present government. Special attention will be given to the ideals of the Italian leaders; the international relations of Italy since 1871, and the war aims of Italy.

Junior and Senior elective. Three hours a week for the second term. Not offered in 1919-1920.

Prerequisite, History I.

X. *The Industrial Revolution and its Effect upon England*.—The following topics will be analyzed in this study: the economic condition of England in the early part of the 18th century; the introduction of the machine; the economic and social changes in England.

Junior and Senior elective. Three hours a week for the second term.

Prerequisite, History I.

XI. *American History, 1829-1877*.—This course will cover the political, social and economic changes of the Jacksonian Epoch; slavery; secession, and the War Between the States; and Reconstruction.

Junior and Senior elective. Three hours a week for the second term.

Prerequisite, History VII.

XII. *American Citizenship*.—This course is especially designed as a preparation for intelligent citizenship. It will consist of the study of the nature and operation of the American Federal, State and Municipal Governments.

Junior and Senior elective. Three hours a week for the first term.

Prerequisite, one year of History.

XIII. *North Carolina History*.—This is a general course in the social, political, and economic development of the State.

Junior and Senior elective. Three hours a week for the first term.

Prerequisite, one year of History.

XIV. *Latin-American History*.—This course will include a survey of the political and economic development of the Latin-American countries. Special attention will be given to the international relations of these countries, particularly as related to the United States.

Junior and Senior elective. Three hours a week for the first semester. Not offered in 1919-1920.

Prerequisite, History XI.

XV. *American Diplomacy*.—The development of the diplomatic proceedings of the United States will

be outlined in this study. Emphasis will be placed upon the system of neutrality; freedom of the seas; Monroe Doctrine; international arbitration, and the diplomacy of the Wilson administration. A careful survey will be made of our relationships with all European nations since August, 1914.

Junior and Senior elective. Three hours a week for the first term.

Prerequisite, History XI.

XVI. *Contemporary American History, 1877-1919.*—This course will cover the topics of the rise of the New South, the relation of politics and business, the passing of the frontier, the currency, the economic development of the nation, the Spanish-American War, the new nationalism, and internationalism.

Junior and Senior elective. Three hours a week for the second term.

Prerequisite, History XI.

XVII. *The Industrial History of the United States.*—A survey will be made of the economic progress of the United States and its effects upon social conditions and political issues. Particular attention will be given to the development of industries; changes in agriculture; transportation, and the development of the west; labor problems; business organization; state regulation.

Junior and Senior elective. Three hours a week for the second term.

Prerequisite, History XI.

XVIII. *Japan and the Far East.*—The development of Japan into a world power will be the main feature in this course. Emphasis will be placed upon the economic changes; the relations between Japan and other oriental nations, particularly China; and the study of Japan's international policy with the western nations.

Junior and Senior elective. Three hours a week for the second term.

Prerequisite, one year of History.

XIX. *History of the American South and West.*—This course traces the territorial expansion of the United States, the advance of settlement from the East to the West, the economic, social, and political conditions of the frontier regions, and the influence of these conditions upon national problems.

Junior and Senior elective. Three hours a week for the second term.

Prerequisite, History XI.

XX. *The Teaching of History in the High School.*—This course will include a study of the curriculum; a comparative study of high school texts; aids to teaching, such as maps, note-books, excursions, etc.; the general principles of method as applied to teaching History in the high school.

Senior elective. Three hours a week for the second term.

Open only to Seniors majoring in History.

DEPARTMENT OF HOME ECONOMICS

BLANCHE E. SHAFFER
ELIZABETH MARSH
FLORENCE FERGUSON
SARAH GILMAN
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This department offers two kinds of work:

**A. COURSE IN TEACHER TRAINING FOR HOME
ECONOMICS**

This course has been approved by the Federal Board of Vocational Education and is printed complete elsewhere.

I. *Foods and Cookery*.—One recitation and two 3-hour laboratory periods a week. Credit, three hours for half year.

This course includes a study of the composition of foods; principles underlying their preparation; their source and manufacture, and a study of market prices.

Prerequisite, Biology I.

Laboratory fee, \$4.00.

II. *Textiles and Clothing*.—One recitation and two 3-hour laboratory periods a week. Credit, three hours for half year.

The source and manufacture of textile materials; making of fundamental stitches as applied to undergarments; alteration and use of the commercial pattern; the making of cotton skirt, lingerie blouse, cot-

ton dress; the care and cleaning and repair of clothing; the choice of materials in relation to cost, use, and appropriateness; keeping a clothing budget.

Laboratory fee, \$1.50.

III. *Design*.—One recitation and two 3-hour laboratory periods a week. Credit, 3 hours for half year.

Principles of design, including spacing, proportion, arrangement; rhythm in repetition of figure; dark and light; color. The medium of expression will be in textiles, clothing and household decorations and furnishings. Art history will be included.

Laboratory fee, \$2.00.

IV. *Costume Design and Dressmaking*.—Two recitations and two 3-hour laboratory periods a week. Credit, four hours for half year.

The practical application of the principles of design to the costume; designing and making of a tailored shirtwaist, a wool skirt, an afternoon dress; drafting and foundation patterns for shirtwaist and skirt; clothing for infants and children and making of the layette; choice of materials and their suitability for all types of clothing; the clothing budget for the family.

Prerequisite, H. E. I and III.

Laboratory fee, \$1.50.

V. *Home Cookery*.—Two recitations and two 3-hour laboratory periods a week. Credit, four hours for half year.

This course includes the planning, equipment, and furnishing of the kitchen and dining room; the preparation and serving of meals illustrating the correct forms of service and menu making. The special problems of marketing, pure foods, proper labeling, accurate weights and measures are also studied.

Prerequisite, H. E. I.

Laboratory fee, \$5.00.

VI. *Nutrition*.—Three recitations a week. Credit, three hours for half year.

Heat measure of food and the methods of determination. Heat requirements of the body. Factors influencing the food requirement of the body. Study of foods—carbohydrates, fats, proteins and minerals. Digestion and metabolism. Protein and mineral requirement. Antineuritic and antiscorbutic properties of foods. Relation of above to planning the family dietary.

Prerequisite, H. E. I and V.

VII. *House Planning*.—One recitation and one 3-hour laboratory period a week. Credit, two hours for half year.

The study of shelter, principles of house planning and construction, size of rooms, structural parts and equipment. Types of dwellings and factors deciding location. Materials in relation to cost. Laws applying to housing. The planning of houses and study of those in process of construction.

VIII. *House Furnishing and Decoration*.—One recitation and one 3-hour laboratory period a week. Credit, two hours for half year.

Design and color of house furnishing, wall paper, wood work, draperies, rugs, carpets, furniture, metal work, and decorative pieces. Problems of economic furnishings, cost of material and labor.

Prerequisite, H. E. III.

IX. *Dietetics*.—Two recitations and one 3-hour laboratory period a week. Credit, three hours for half year.

Critical review of principles of nutrition related to the family dietary. Review of recent literature. Dietaries for families of different incomes. Special problems of feeding—children, the aged and the sick.

Part of the practical work will be given in the cottage.

Prerequisite, H. E. VI.

X. *Textiles and Millinery*.—Two recitations and one 3-hour laboratory period a week. Credit, three hours for half year.

Textiles from the standpoint of the purchaser will be considered here. Microscopic and chemical tests for the identification and grading of materials. The economic situation in raw materials and manufactured products in textiles; factors involved in purchasing ready-made garments; hygiene of clothing; social conditions under which clothing is produced; the cleaning and dyeing processes; excursions to manufacturing plants.

In millinery: choice, altering and covering of frames; making and placing of trimming; choice of materials, line and color based on principles of design.

XI. *Methods in Home Economics*.—Two recitations a week. Credit, two hours for the year.

This course includes a study of the home economics movement, the organization of various types of schools and the aim of home economics in each; a survey of the subject matter to be taught in each; its psychology, educational value, organization as adapted to the age and instincts of the child; the relation of home economics to other subjects in the school curriculum; the planning of the courses of study; a study of methods of instruction as adapted to vocational homemaking, the preparation of lesson plans and observation of teaching of different types of lessons. Class and laboratory management. A critical study of text-books, the study of equipment, supplies and illustrative material. The relation of the teacher to the school and community.

XII. *Practice Teaching in Home Economics*.—One and one-half hours credit for the year.

This course consists in applying the methods of Course XI to the class room work. Conferences, lesson plans and teaching under supervision. At least fifty-four hours of actual work will be required of each student.

XII. *Home Management*.—One recitation and laboratory each week in practice cottage. Credit, three hours for the year.

Laboratory fee, \$3.00.

This course will consider:

- a. Management of household operations.
- b. Management of income.
- c. Management of family and group relations.
- d. Management in relation to the community obligations to the home.

The practical work will be given in the practice cottage where each Senior is required to live for eight weeks.

XIV. *Home Nursing*.—Two 3-hour laboratory periods. Credit, two hours for half year.

The home care of the sick, emergencies and first aid when the services of a professional nurse are not available, care of children and aged as well as the equipment and management of the sick room.

B. ELECTIVE COURSES

The elective courses are open to Sophomores, Juniors and Seniors who are majoring in other subjects, but who wish to take some homemaking courses.

The Sophomore courses in Foods and Cookery and Textiles and Clothing are open as electives.

The following courses are open to Juniors and Seniors:

XV. *Feeding the Family*.—Two recitations and one 3-hour laboratory period a week. Given first term. Credit, three hours for half year.

The purchasing, preparation, serving of the well

balanced dietary for the family. Food for children and sick in the home will be included.

Prerequisite, H. E. I.

Laboratory fee, \$5.00.

XVI. *Clothing*.—Two recitations and one 3-hour laboratory period a week. Given first term. Credit, three hours for half year.

The selection, purchasing, the appropriate color, design and use of clothes for the family. This will be given from the viewpoint of the purchaser. The practical work will be given in renovating and remodeling.

Laboratory fee, \$1.00.

XVII. *The House*.—Two recitations and one 3-hour laboratory period a week. Given second term. Credit, three hours for half year.

The location, planning, furnishing and decoration of the house. The practical work will include planning and furnishing houses of different costs.

XVIII. *Home Management*.—Two recitations and one 3-hour laboratory period a week. Given second term. Credit, three hours for half year.

Principles of management related to household operations, division of income, relation of family groups to the community or larger social groups. Special problems of family life will be considered.

Prerequisite, H. E. XV.

XIX. *Dietetics*.—Not given 1919-1920. Credit, three hours.

This course will prepare students to be dietitians in institutions. Planning meals based on the principles of nutrition. Buying, care, and serving of food. Equipment of kitchen, serving, dining room and store house. Keeping accounts. Practice will be given in the cafeteria.

XX. *Institutional Management*.—Not given in 1919-1920. Credit, three hours.

Organization of the working schedule. Management of labor. Fundamentals of housekeeping problems. Study of equipment. Laundry management. Visiting institutions.

SIX WEEKS COURSE OF STUDY

The department will offer a special course covering six weeks (January 1st to February 15th) for demonstration workers. Those recommended by the State Director will be eligible for this work.

Foods.—Three hours a week. The buying, preparation, serving of a balanced ration based on foods that are produced in the community. Food for children and sick will also be covered.

Laboratory fee, \$5.00.

Clothing.—Three hours a week. The study of materials and their appropriate use in planning the family wardrobe. Tests for adulterated and substituted materials, with the economic conditions under which clothing is produced. The practical work will be in renovation and remaking all garments of the wardrobe.

Laboratory fee, \$1.50.

Home Management.—Three hours a week. Care and cleaning of the house. Schedule of house work to get greatest efficiency with least effort. Labor saving devices. Household accounts. Home nursing. Home laundry.

Science in the Home.—Three hours a week. Bacteria yeasts and molds and their relation to food and disease. Chemical tests for foods, textile materials and cleaning processes. Principles of physics applied to the home in mechanical devices, heating, lighting and water supply. Lectures and demonstrations.

House Planning and Furnishing.—One hour a week. Good house plans. Choice of furniture, rugs, draperies, and curtains in furnishing the country home. Remodeling will be the special problem.

Rural Sociology.—One hour a week.

Community Civics.—One hour a week.

All students taking food courses will be required to wear white at all laboratory classes. Any plain white washable suit will do. Ties and belts must also be white. Each student must provide herself with a plain white apron. A regulation apron has been designed by the clothing and textiles department.

DEPARTMENT OF LATIN

VIOLA BODDIE
TEMPE BODDIE

I. *Oratory and Prose Composition.*—Cicero's Orations. Talks on private life of Romans, etc. Three hours per week, entire year. Open to students offering two Latin units for entrance.

II. *Historical Writers*.—Nepos and Livy, with prose composition, fall term; Tacitus and Sallust, with composition continued in spring term. Three hours, entire year. Open to students offering three entrance units in Latin.

III. *Epic Poetry*.—Virgil. Three hours, fall term. Open to students who have completed either Course I or Course II.

IV. *Lyric Poetry*.—Horace's Odes, selections from Ovid, Catullus, Tibullus and Propertius. Three hours, spring term. Open to students who have completed III or IX.

V. *Comedy*.—Plautus. Three hours, fall term. Open to students who have completed I or II, III or IX and IV, or who have finished Latin required for Sophomores.

VI. *Comedy*.—Terence. Three hours, spring term. Open to students who have completed V.

VII. *Philosophical Essays*.—Cicero, Seneca. Three hours, fall term. Open to Juniors and Sophomores who have taken Latin in their Freshman and Sophomore years.

VIII. *Satire*.—Juvenal, selections from Persius, Horace and Petronius. Three hours, spring term. Open to Juniors and Seniors in Latin.

IX. *Pastoral Poetry*.—Virgil. Three hours, fall term. Open to students who have completed I or II and offered Epic Poetry for entrance.

X. *Roman Philosophy*.—Lucretius, Cicero, Seneca. Three hours, spring term. Open to Juniors and Seniors.

XI. *Epistolary Writing*.—Cicero, Pliny, Horace. Three hours, spring term. Open to students who have completed I or II and III or IX.

XII. *Tragedy*.—Seneca. Three hours, fall term. Open to Latin Seniors.

XIII. *The Roman Language and Literature*.—Three hours, fall term. Open to students who elect Latin as a major.

XIV. *The Teaching of Latin*.—Review of high school Latin, with lectures on teaching the subject, requisites of a text, etc. Three hours, spring term. Open to those Seniors who major in Latin.

XV. *Greek and Roman Mythology*.—Sight translations, derivation of English from the Latin, especially scientific terms. One hour, entire year. Accepted only as an elective for Freshmen and Sophomores.

XVI. *Roman Novel*.—Apulius, Petronius. Three hours, fall term. Open to Latin Juniors and Seniors.

DEPARTMENT OF MANUAL ARTS

JULIA M. RAINES

This department was organized to meet the growing demand in the South for teachers of the manual arts. The course is planned to give to teachers of all grades, in rural as well as city schools, an opportunity to prepare themselves as instructors in the subject.

The course has been arranged with a view to the use of inexpensive, and, so far as possible, native materials, so that the manual arts in some form may be practicable in all schools, and need not be excluded from any on account of additional cost.

I. Paper folding, paper cutting, cardboard work, Venetian iron work, basketry, knife work, and simple problems in bench work. This work is for primary and grammar grades, and is adapted for use in city and rural schools. Two periods a week, one hour credit. Freshman elective.

II. Theory and practice of teaching manual arts in the grades. Applied design and craft work for the high schools. The craft work includes weaving, book-binding and book repairing, simple problems in jewelry work and in brass and copper. Two periods a week, one hour credit. Sophomore elective.

For other courses, see Department of Home Economics.

DEPARTMENT OF MATHEMATICS

GERTRUDE W. MENDENHALL

CORA STRONG

VIRGINIA RAGSDALE

IRENE TEMPLETON

I. *Algebra, Solid Geometry, Plane Trigonometry.*—Four hours, for one year. Required of Freshmen in A. B. and B. S. Courses.

II. *College Algebra.*—Three hours, for one year. Prerequisite, Course I.

III. *Analytical Geometry and Conic Sections.*—Three hours, for one year. Prerequisite, Course I.

IV. *Differential and Integral Calculus.*—Three hours, for one year. Prerequisite, Course III.

V. *Theory of Equations.*—Three hours, for one-half year; credit $1\frac{1}{2}$ hours. Prerequisite, Courses II and III.

VI. *Curve Tracing.*—Three hours, for one-half year; credit, $1\frac{1}{2}$ hours. Prerequisite, Course IV and Course II or V.

VII. *Analytical Geometry of Three Dimensions.*—Three hours, for one half year; credit, $1\frac{1}{2}$ hours. Prerequisite, Course III.

VIII. *Advanced Course in Integral Calculus.*—Three hours, for one-half year; credit, $1\frac{1}{2}$ hours. Prerequisite, Course IV.

IX. *Modern Analytical Geometry.*—Two hours, for one year. Prerequisite, Course V.

X. *History of Mathematics*.—One hour, for one year. Prerequisite, Course II or Course III.

XI. *Teachers' Course in Mathematics*.—Three hours, for one year. Prerequisite, Course I and one additional course.

XII. *Descriptive Astronomy*.—Three hours, for one year. Prerequisite, Course I.

Note.—Not all of Courses V-XII will be given in one year; a selection will be made meeting as far as possible the needs and desires of students majoring in Mathematics.

DEPARTMENT OF MUSIC

WADE R. BROWN
G. SCOTT-HUNTER
KATHRYN M. SEVERSON
GERTRUDE SOUSLEY
MYRA ALDERMAN ALBRIGHT
ALICE E. BIVENS
LORA LULSDORFF
ALLEINE MINOR
HELEN MAYER

The College offers regular courses leading to the degree of Bachelor of Music in Piano, Organ, Violin, and Voice, and furnishes a special course in Public School Music Methods. Applied music may be taken by students of any of the regular college courses, provided the music added is within the limit of sixteen hours allowed as the maximum.

The charges for lessons in Piano, Organ, Violin, and Voice are given under the head of "Expenses." Consult index.

An outline of the four years' course leading to the Bachelor of Music degree and the requirements for admission to the Bachelor of Music Course are given elsewhere in the Catalogue. Consult index.

COURSES IN MUSICAL THEORY

Course I. Solfeggio.—Required of Freshmen, Bachelor of Music Course. Three hours a week. A course in sight-reading, rhythmic and melodic dictation, with attention given to ear training, tone production, and enunciation. Class drill in staff notation and in sight-singing, with emphasis laid upon tonal relations as a practical basis for the study of harmony.

Course II. Harmony.—Required of Sophomores, Bachelor of Music Course. Two hours a week. The study of intervals, triads and their inversions; simple part writing from given basses and sopranos; chords of the seventh, harmonizing simple melodies and figured basses, simple modulations. Triads, chords of the seventh, various cadences and simpler modulations played at the piano.

Course III. Advanced Harmony.—Required of Juniors, Bachelor of Music Course. Two hours a week. Advanced study of secondary sevenths; chromatically altered chords, modulation in general, suspension, retardation, appoggiatura, anticipation, passing tone, and pedal point.

Progressions involved in the written work transposed into various keys at the piano.

Course IV. History of Music.—Required of Sophomores, Bachelor of Music Course. Two hours a week. General History of Music, with special attention to the period since the year 1600, and with emphasis in the second term on the great masters.

Course V. History of Music.—Great composers and their works. Required of Juniors, Bachelor of Music Course. Two hours a week. An illustrated lecture course making a biographical and critical study of the significance to music of a few of the most famous composers.

Course VI. Counterpoint.—Required of Seniors, Bachelor of Music Course. Two hours a week. Counterpoint in two, three, and four parts. Harmonization and supplying additional voices to chorals and other melodies used as Canti Fermi.

Course VII. Analysis.—Required of Seniors, Bachelor of Music Course. Two hours a week. The elements of Musical Form. The Primary, Song, Rondo, Aria, Sonata, and Fugue forms analytically considered.

Course VIII. Public School Music.—Elective for Freshmen and Sophomores. Three hours a week. A course presenting the subject-matter which the regular grade teacher must teach in the elementary schools. It includes the study of notation, scales, signatures, rhythm, sight-reading, ear-training, dictation, both rhythmic and melodic, tone production, musical

interpretation, graded melodies for individual sight-singing, the singing of songs, and two, three, and four-part songs.

Course IX. Public School Music Methods.—Open to Seniors of the Bachelor of Music Course. Three hours a week. A course designed for those who wish to fit themselves to be supervisors of music in the public schools. The work includes a study of rote songs and their application to school work; the elements of music as presented in the grades; study of the child voice; the supervisor's problems, and how to meet them; study and interpretation of school songs; outlining of material; music in the high school; the preparation of lesson plans. Practice teaching before the class and in the grades of the Training School, under the direction of the head of the Department of Education and of the supervising teachers.

Course X. Normal Piano Methods.—Open to Juniors in Piano, Bachelor of Music Course. Two hours a week. Classification of fundamental teaching material and best methods of presentation to the child mind. Notation, sight-reading, ear-training, rhythm, technic, melody writing, and musical games.

Observation of children's classes.

Course XI. Normal Piano Teaching.—Open to Seniors, Bachelor of Music Course. Two hours a week. Practice of the principles learned in the previous course, by the teaching of children, under the supervision and direction of the Department of Education.

COURSES IN APPLIED MUSIC

By "Applied Music" is meant the practical study of Piano, Organ, Violin, or Voice, in private individual lessons.

PIANO

The course of study in this department includes:

I. Technical exercises which are intended to give control of the muscles of fingers, hands and arms, making them responsive to the commands of the will.

II. Etudes by the best teachers and composers, which are designed to give further development to the executive powers, to bring about a finer relation between the physical and intellectual faculties, and to form a connecting link between purely technical work and the higher forms of musical expression.

III. Compositions by the best composers of the classic, romantic, and modern schools.

VOICE CULTURE

True cultivation of the voice consists in the development of pure tone, and its easy, natural use and control in singing. Concert use of breath, intonation, attack, legato, accent, phrasing, and enunciation are the leading features of technical drill. At the same time, a higher ideal than the perfection of mere mechanical skill is sought, namely, a musicianly style of singing and all that is implied in the broad term "interpretation," together with a thorough appreciation of the best work of the best masters, both old and new.

ORGAN

This course provides for a thorough training in all that pertains to a mastery of the organ for church music, voluntaries, the art of improvisation, systematic drill in technic, registration, and the art of accompaniment. The course of study is especially arranged to give a knowledge of the different schools of organ music as represented by the best composers.

VIOLIN

The instruction is based upon the most thorough methods of teaching, including a graded list of etudes, solo pieces, and concertos by the best writers.

GRADUATION REQUIREMENTS IN MUSIC

Upon the satisfactory completion of the regular four years' theoretical and literary course, together with the four years' course in applied music, the candidate for the Bachelor of Music degree must satisfactorily perform programs conforming to the following schedule:

For Piano Students.—A concerto or chamber-musical work of advanced difficulty. One of the Beethoven sonatas of the middle period. Selections from the more important works of Schumann, Chopin, Grieg, or other standard composers of the romantic and modern schools.

For Vocal Students.—An operatic aria. An aria from a standard oratorio. A group of songs of

Brahms, Schubert, Schumann, Jensen, or Franz. A group of modern songs.

For Organ Students.—One of the great preludes and fugues of Bach. A sonata of Mendelssohn, Guil-
mant, or Rhineberger. Selections from the works of
Thiele, Widor, Merkel, and other standard composers.

For Violin Students.—A standard sonata for piano
and violin. A concerto of advanced difficulty. Selec-
tions from the more important works of Vieuxtemps,
Wieniawski, and other standard writers.

ENSEMBLE PLAYING

Ensemble classes meet for the study of concerted
music. Four and eight-hand piano music is studied;
thus pupils become acquainted with masterpieces of
orchestral literature often inaccessible to music stu-
dents, and acquire habits of self-control and steady-
ness of rhythm in sight-reading and accompanying.
All students in the Piano Course will devote one hour
each week to ensemble playing.

SOLO CLASS

As a preparation for recital and concert playing,
a weekly Solo Class is held. All students in the Piano
Course are required to attend. The standard compo-
sitions studied by different members of the class are
analyzed by the director of music and afterwards per-
formed by the student. In this way all students
acquire a wide and intimate acquaintance with stan-
dard pianoforte literature.

STUDENTS' RECITALS

Students' recitals are given fortnightly, at which time works studied in the classroom are performed before the students of the music department. All music students are required to attend these recitals, and to take part in them when requested to do so. These semi-public appearances are of great assistance in enabling the student to acquire that ease and self-possession so essential to a successful public performance.

ARTIST AND FACULTY RECITALS

Not less important than classroom instruction is the opportunity of hearing good music rendered by artists of superior ability. To afford students this opportunity a regular series of recitals is given each year, the best artists available being secured.

Recitals and concerts are given frequently by members of the music faculty during the school year.

COLLEGE CHOIR

The College Choir, numbering 130 voices, sings at special services and on festival occasions. The works of the best composers of sacred and secular music are studied.

The conditions of membership are: A voice of fair effectiveness, a correct ear, some knowledge of musical notation, and regularity in attendance. Open to all students of the College who can meet the conditions of membership.

ORCHESTRA

The College Orchestra is open to all students who play any orchestral instrument reasonably well. Weekly rehearsals are held, and the orchestra is heard on various occasions throughout the year.

MUSIC SUPPLIES

Music students buy their own sheet music and music books. They are expected to deposit with the College Registrar, at the beginning of the session, a sum of money sufficient to pay for sheet music supplies used. A ticket will be issued for each deposit, and unused coupons will be redeemed in full at the end of the session. The amount thus deposited will be from three to five dollars.

DEPARTMENT OF PHYSICAL EDUCATION

FAY DAVENPORT
JULIA RICHARDSON

The Department of Physical Education has among its chief objects: The promotion of bodily health; development of grace, ease of movement, precision, alertness, agility, and endurance; correction of faulty postures; and relaxation from mental work.

Every student in the College, unless excused by the resident physician, will be required to take the regular work of the department.

Every new student must provide herself with a regulation gymnasium suit made in accordance with

the requirements of the North Carolina College for Women. Order blanks for the suits will be sent with the college application blanks. These order blanks are to be filled out and mailed with check or money order direct to the company making the suits. If these orders are mailed during July or August, the suit can be made before the rush season, so that each order will receive careful attention. The suits—see instructions on the order blanks—will be sent to the College, and delivered to the students upon their arrival.

Each student must also provide herself with a pair of *black* tennis shoes or oxfords.

I. *Swedish Gymnastics*.—The exercises are systematic and progressive, and embrace both floor drills and apparatus work.

Required of every student, twice a week, for the first two years in College.

II. *Theory of Gymnastics*.—Course for teachers. One period a week throughout the year for Juniors and other students who have had sufficient practical gymnastic work.

It includes the study of the Swedish system of gymnastics for the school room; games for school room and playground; and folk games and dances.

III. *Folk Dancing and Singing Games*.—One period a week during the Junior year. This course is designed as a preparation for school room and playground work and as a basis for Course V.

IV. *Practical Methods of Teaching Gymnastics, Folk Dances and Games.*—Open to Seniors, one period a week throughout the year. This will include practice teaching within the class and in the Training School.

V. *Esthetic Dancing.*—One period a week. Open to Seniors who have completed Course III. This course embraces esthetic and interpretive dancing and work in rhythmical movements for the whole body.

VI. *Out-of-door Sports.*—Open to every student in College. All sports, including field hockey, basketball, tennis and other games, are carefully supervised.

VII. *Medical and Special Corrective Gymnastics* will be given to any suffering from bodily ailments or faulty postures.

DEPARTMENT OF PHYSICS

CLARENCE W. HEWLETT

I. *General Course.*—Intended for those students who have little or no acquaintance with the subject. The subject will be treated largely from a descriptive standpoint.

Three hours—two recitations and one laboratory period, weekly, throughout year.

II. *General Course.*—Intended for students who have had Physics I or its equivalent. Elementary ideas of Algebra, Geometry, and Trigonometry will be used.

Three hours—two recitations and one laboratory period, weekly, throughout year.

III. *Household Physics*.—Intended for students majoring in Domestic Science. A practical course in Physics in which the everyday activities in the home are taken as the background.

Three hours—two recitations and one laboratory period, weekly, second semester.

IV. *Mechanics*.

V. *Thermodynamics*.

VI. *Wave motion and sound*.

VII. *Light*.

VIII. *Electricity and Magnetism*.

IX. *Heat Conduction*.

X. *Modern Electrical Theory*.

XI. *Vector Analysis with Applications to Physics*.

XII. *Radioactivity*.

The above are one-semester courses intended for students who have had Physics II or its equivalent, and Mathematics through the Differential Calculus, preferably through Integral Calculus also. These courses will be given as demand may be made.

Three hours—two recitations and one laboratory period, weekly, for one semester.

XIII. *Physical Seminary*.—Biography of eminent physicists, and current topics. If there are as many as three students majoring in Physics, this course will be required of all Juniors and Seniors majoring in the subject. Otherwise it will not be given.

Three hours class work, weekly, throughout the year.

DEPARTMENT OF ROMANCE LANGUAGES

HINDA TEAGUE HILL

GRACE RIDDLE

ALICE M. KOEHLER

ESTEBAN S. GARCIA

RAVENNA WAKEFIELD

FRENCH

I. *Grammar and Reading*.—Three hours a week. Chardenal, *Complete French Course*; Monvert, *La Belle France*; composition based on text read, dictation, conversation. In this course special emphasis is laid on pronunciation, simple idiomatic constructions, the regular conjugations, and the more common irregular verbs.

For Freshmen who are beginning French.

IA. *Grammar and Reading*.—Three hours a week. Fraser and Squair, *French Grammar* (first part); Snow and Lebon, *Easy French*; Monvert, *La Belle France*; Labiche and Martin, *La Poudre aux Yeux*; composition based on texts read, conversation, dictation.

For Sophomores and Juniors who are beginning French.

II. *Advanced Grammar and Reading*.—Three hours a week. Fraser and Squair, *French Grammar*; François, *Introductory French Composition*; Hugo, *Cosette*; Labiche and Martin, *Le Voyage de M. Perri-chon*; Daudet, *Neuf Contes Choisis*; Laurie, *Mémoires d'un Collégien*; Dumas, *La Tulipe Noire*, or *Le Château d'If*; composition and conversation based on texts read.

III. *Nineteenth Century Literature and Advanced Composition*.—Three hours a week. Balzac, *Eugénie Grandet*; Hugo, *Hernani* and *Les Misérables*; Sandeau, *Mlle de la Seiglière*; Loti, *Pêcheur d'Islande*; Rostand, *Cyrano de Bergerac*; Fraser and Squair, *French Grammar*; François, *Advanced French Composition*; conversation and composition based on texts read.

IV. *French Romanticism*.—Three hours a week. This course includes the study of the poetry, drama, and novel of the Romantic movement, with the following works as the foundation of the study: Hugo, *Selected Poems*, *Ruy Blas*; Chateaubriand, *René*, *Atala*; Vigny, *Poèmes anciens et modernes*; Lamartine, *Méditations*; Musset, *Les Nuits*, *Contes d'Espagne et d'Italie*, *On ne badine pas avec l'amour*, *Fantasio*; Béranger, *Chansons*; Madame de Staël, *L'Allemagne*; Dumas, *Les Trois Mousquetaires*, or *Le Chevalier de Maison Rouge*; Scribe, *La Bataille de Dames*, or *La Camaraderie*; Sand, *François le*

Champi, or *La Petite Fadette*; Mérimée, *Carmen and Other Stories*; Gautier, *Emaux et Camées*.

Open to all students who have completed Course III.

V. *Seventeenth Century Literature*.—Three hours a week. The aim of this course is to give a comprehensive view of the literature of the seventeenth century, and of the conditions under which this literature was produced. The following books will form the basis of the course: Corneille, *Horace*, *Cinna*, *Le Menteur*, *Polyeucte*; Pascal, *Les Provinciales*; La Rouchefoucauld, *Maximes*; Madame de Sévigné, *Lettres*; Molière, *Les Précieuses Ridicules*, *Tartuffe*, *Le Médecin malgré lui*; Racine, *Bérénice*, *Britannicus*, *Athalie*; La Bruyère, *Caractères*; Saint-Simon, *Mémoires*; Boileau, *L'Art poétique* (extracts); La Fontaine, *Fables*; Madame de Maintenon, *Lettres*.

Open to all students who have completed Course III.

VI. *Speaking and Writing French*.—Three hours a week. This course is conducted wholly in French. Its aim is to give a more intimate knowledge of France as it is today, and of the French life and customs, together with the ability to carry on an ordinary conversation in French. The texts used as the basis of the course vary from year to year.

Open to all students who have completed Course III.

VII. *Teaching French in the High School*.—One hour a week. This course aims to give practical help in meeting the problems that arise in the teaching of French. Among the topics considered will be: planning the course of study; points to be noticed in choosing text-book; ways of obtaining variety in the recitation; the point of emphasis with reference to present conditions; reference books and aids to study for the teacher; presentation of the more difficult grammar topics.

Note that students who have completed Course III may choose Course IV, Course V, or Course VI. Juniors and Seniors wishing to major in Romance Languages will choose a combination of from six to nine hours from Courses IV, V, VI, VII. Spanish may be offered in combination with one or more of these courses.

SPANISH

ESTEBAN S. GARCIA

There are many interests in common between our nation and the republics to the south of us, and as our relations with them become closer we feel more the need of a thorough understanding of their language. For this reason Spanish ought to be studied more extensively by North Americans.

I. *Grammar and Reading*.—Three hours a week. Moreno-Lacalle, *Elementos de Español*; Fuentes and François, *A Trip to Latin America*; Ramsey, *Elementary Spanish Reader*. This course is designed to give the student a solid foundation of the language through

a careful study of the grammar. Special attention is given to correct pronunciation and reading.

II. *Grammar, Composition and Reading*.—Three hours a week. Olmsted and Gordon, *A Spanish Grammar*; Crawford, *Spanish Composition*; Valdés, *La Hermana San Sulpicio*; Morrison, *Tres Comedias*. In addition to composition and grammar, there will be constant practice in conversation, reading and dictation.

III. *Composition and Conversation*.—Three hours a week. Galdós, *Doña Perfecta*; Benavente, *Tres Comedias*; Moratín, *El Sí de las Niñas*; Echegaray, *El Gran Galeoto*. This course will be conducted entirely in Spanish. Careful study will be made of the idioms and difficulties of the grammar. Original compositions based on daily events, books read, travels, etc., will be required, coupled with the reading of the best contemporary novelists and dramatists. Students will be instructed in the methods of teaching the subject.

DEPARTMENT OF RURAL LIFE

ERNEST ELWELL BALCOMB

I. *Rural Life*.—Freshman elective, two hours a week. Rural Outdoor Industries. The work in this course will include the elements of agriculture, dairying, poultry raising, school and home gardening, horticulture, planning and planting home grounds. An

effort will be made to teach, in a vital way, those phases of dairying that are essential to those who have charge of the milk and butter for the family. They should realize the danger resulting from the unsanitary handling of these important food products. The college dairy herd, together with the new barn and silo, offer opportunities for such first-hand information as a teacher in the rural school or an intelligent woman in the home should have.

Practical experience in raising farm poultry is gained by the operation of the small poultry plant at the College.

The college campus gives a splendid opportunity to become familiar with the native trees of the State.

II. *Study of Rural Life*.—Three hours a week. Sophomore elective.

More and more the public is demanding that the school shall be a source of uplift for a community in its economic, social, and religious relations—that it shall assist in educating the whole people. Especially is it felt that the rural school should be a source of community uplift, and that the rural teacher, if she is to make her school of the greatest possible service, must know the people of her district intimately, and must be a leader in assisting them to solve their problems.

It is the purpose of this course to train the teacher to do something to improve the health of the community, to awaken civic pride, relieve the physical drudgery and intellectual and social barrenness which is the lot of so many farmers' wives and daughters,

and give to the farm family some of the enthusiasms of life. She will be prepared to hold community meetings and educational rally days; to establish co-operative societies for buying and selling; and to take a part in the organization of women's clubs, betterment associations, and school and community libraries.

Students will be prepared to present the elements of agriculture in the elementary schools. Practice for this work is secured in the Training School.

The work of the course will include the study of text-books; reports on references to bulletins, etc.; investigations of economic and social conditions of rural communities; a study of the work of the institutions and societies of State and Nation working for the improvement of rural conditions; actual practice in organizing and conducting rural literary societies, betterment associations, boys' and girls' contest clubs; planning exhibits and decorations for school and county fairs.

III. *Physiography*.—Three hours a week. Sophomore elective. Elective in Bachelor of Education and Bachelor of Science Courses. This subject is offered in these courses in order to give students some adequate preparation for the teaching of Elementary and Physical Geography.

COMMERCIAL DEPARTMENT

E. J. FORNEY
CLARA BOOTH BYRD
PATTIE SPRUILL

SHORTHAND

The original Isaac Pitman System of Shorthand is taught. It is the aim of the course to make practical shorthand writers—amanuenses and reporters. The inductive method of teaching prevails. The course is well graded, and the student is led, step by step, through easy and natural stages, to *see*, to *think*, and to *act for herself*.

The work of the department is planned as far as possible to meet the needs of the students. The course at first embraces not only a study of principles, but the reading and writing in shorthand of a wide range of English classics. As the student advances, in order to acquaint her with the forces and machinery of the business world, actual business letters bearing upon various subjects are dictated and reproduced on the typewriter.

As a majority of our students will ultimately engage in amanuensis work, this feature is made the leading purpose of the course; but reporting and the work pertaining thereto are not neglected, and when a student demonstrates that she can receive the higher work in shorthand to advantage, such dictation is given as will insure power, strength, and general information. Technical instruction in the use of medical and legal terms is also given.

Many students, in order to strengthen their gen-

eral scholarship, return to the College for a second year's work. To such we recommend Shorthand, Typewriting, English, and some other subject. Music has become very attractive to many in this course.

REPORTING

A course in verbatim note-taking is offered. If a student demonstrates ability to do higher work in shorthand, actual speeches, addresses, sermons, court testimony, etc., are taken. In the first stages of reporting effort, an expert note-taker from the department accompanies the student and takes a check note of her work. This coaching is continued until the student can rely upon her own notes.

This course is open to shorthand writers of any system, with a speed of not less than 120 words a minute, provided the applicant has a thorough knowledge of the principles of the system written (the department cannot undertake to teach the elementary principles of any system except the Isaac Pitman), and has sufficient education to put into practice the expert work offered.

CERTIFICATES

The diligent student can, in from five to eight months, acquire a speed of 80 to 120 words a minute, which is sufficient to do good office work, and certificates will be given to students who can write from dictation correctly in shorthand from new matter at these rates. Students must have completed the work of an accredited high school or pass an examination in

Arithmetic and preparatory English before this certificate will be given.

Students will be admitted to this department at any time during the college year not later than March 1.

Business men who may be needing stenographers will, upon application, be put in correspondence with efficient help.

SHORTHAND — Home Study

There are many young women who would probably like to take advantage of a course of systematic work at home. To all such the Commercial Department will, upon request, outline a course of home work. All exercises sent to the College will be criticised and corrected, the only requirement being that the postage both ways be paid. This course of home work is constructed to produce *results*; therefore, it will take time and energy. In order to make the course as strong as possible, the complete outline includes the use of a number of books, the cost of which the student must bear. But in order to give students an opportunity to test their power before expending money for books, the department has issued a small pamphlet containing ten easy, well-graded lessons, which will be forwarded to anyone upon application.

TYPEWRITING

The Underwood typewriters are the machines most used, though a few other standard makes are kept for practice. Twenty-three instruments are owned by the

department. Skill in the use of the machines is not the only design of the instruction. Special attention is paid to accuracy, neatness, vocabulary, spelling, punctuation, and paragraphing. The instruction is purely practical. The touch method is used.

BOOKKEEPING

The course in bookkeeping and business practice is designed to meet modern business conditions. The inductive method of presentation prevails. Each transaction is presented to the student as much like the performance of actual business as possible. The student is taught self-reliance from the start. The course from the business standpoint is a comprehensive one; it will make not only bookkeepers, but well-informed business women, thoroughly conversant with all kinds of common commercial forms and blanks. The arrangement of the books and blanks is such that the subject can be taught with ease in schools of lower grades.

The Burroughs Adding Machine is a part of the equipment, and all students in bookkeeping are required to become familiar with its workings. The loose-leaf methods so universally recognized today form the basis of the course.

The higher work in bookkeeping represents the best practice of expert accountants of this country, and students are taught the uses of special books adapted to many important lines of commerce.

SHORT COURSE IN BOOKKEEPING

Every woman ought to know something about bookkeeping, about the practices of the business world and its requirements. The Department has prepared a series of lessons suitable for home study. They are well-graded and easily comprehended; they give the essentials of accounting with the frills left off. Any intelligent person can master bookkeeping in from one two two weeks—75 to 100 hours of work—and this study can be done at home without any expense whatever except the actual cost of the blanks. This elementary course is effective either as a short course at the College, which can be taken at any time, or as home study.

The Department also offers an Advanced Course in Expert Accounting to women bookkeepers who have some knowledge of bookkeeping. This course will enable bookkeepers to make the Income Tax Reports Nos. 1031 and 1040 to the Internal Revenue Collectors at Statesville and Raleigh. Many a bookkeeper has spent \$50.00 for some higher work on expert accounting which did not contain half as much material on this subject as is offered in this advanced course. The cost of the blanks is very small. Write to the Department.

EXTENSION DEPARTMENT

MARY M. PETTY, CHAIRMAN

This department has been organized for the purpose of serving the people of North Carolina who are

unable to attend established educational institutions. It has assumed for its particular work the betterment of the home and school. The work is primarily educational, and it is to be borne in mind that the College has no desire or intention of establishing a mere entertainment bureau. In pursuance of its plan the Institution offers assistance in the following suggestive lines of work:

I. *To the Clubs:*

1. In the formation of club programs and in securing materials for the carrying out of these programs, both by the loan of books and by lectures on various subjects pertaining to the programs.

2. In the organization of clubs in the community, particularly among the women for the study of Domestic Economy, including the house, food, clothing, sanitation for home and community.

3. Bulletins for distribution and loan.

4. A loan library of books on matters concerning food, sanitation, house furnishing, and decoration.

5. Lectures and Talks:

Bacteria and Health and Disease; Palatable Dishes at Moderate Cost; the Cheaper Cuts of Meats; Bread; Chemistry of Common Things; Food Adulteration; Literary lectures (Shakespeare, Wordsworth, Tennyson, Browning, Arnold, Kipling, Whittier, Lanier) under the auspices of the English Department; readings from the best authors; helps in planning entertainments and plays, and lectures on

the Bible and Sunday school methods, for county and township organizations.

II. *To the Schools:*

Improvement in Schoolhouses and Grounds; Choice of Pictures for the School Room; School Library; School Sanitation; Physical Exercises and Games; Illustrated Lectures; Economics; Cooperation for the Development of the School; North Carolina History.

III. *To the Home:*

The Home Service Department offers suggestions for:

1. Erection or remodeling of the home.
2. Criticism of proposed plans for the home.
3. Exterior and interior decoration of the home.
4. Lighting and heating appliances.
5. Sanitation or sewerage system for the home.

Consultation by correspondence in all matters included in the above is cordially invited. Address *Extension Department, The North Carolina College for Women, Greensboro, N. C.*

COUNTY APPOINTMENTS

THE DORMITORIES

Under a regulation conforming to the Charter of the Institution, free tuition is offered to any young woman who will promise to teach for two years in the public or private schools of the State. The capacity of the dormitories is limited, however, and, in order that every county may have representation in the College about two hundred places in the dormitories have been apportioned among the several counties of the State, in proportion to their white school population. Dormitory appointments are also given to those young women who prefer to pay tuition, the money thus derived being used to enlarge and better equip the dormitories and other departments of the College.

The dormitories have been fitted up by the State, and board is furnished at actual cost. If the amount collected from the students be more than sufficient to maintain this department, the balance will be refunded. The law does not permit any profit to be made on the boarding department.

The following indicates the number of free-tuition appointments to which each county is entitled:

3 Alamance	2 Avery	5 Buncombe
2 Alexander	2 Beaufort	2 Burke
1 Alleghany	1 Bertie	3 Cabarrus
2 Anson	1 Bladen	2 Caldwell
3 Ashe	1 Brunswick	1 Camden

1 Carteret	2 Henderson	1 Person
1 Caswell	1 Hertford	2 Pitt
3 Catawba	2 Hoke	1 Polk
2 Chatham	1 Hyde	3 Randolph
2 Cherokee	3 Iredell	1 Richmond
1 Chowan	2 Jackson	3 Robeson
1 Clay	4 Johnston	3 Rockingham
3 Cleveland	1 Jones	4 Rowan
2 Columbus	2 Lee	3 Rutherford
2 Craven	2 Lenoir	2 Sampson
3 Cumberland	2 Lincoln	1 Scotland
1 Currituck	2 Macon	2 Stanly
1 Dare	3 Madison	2 Stokes
3 Davidson	1 Martin	3 Surry
2 Davie	2 MacDowell	1 Swain
2 Duplin	4 Mecklenburg	1 Transylvania
3 Durham	3 Mitchell	1 Tyrrell
2 Edgecombe	2 Montgomery	3 Union
4 Forsyth	2 Moore	2 Vance
2 Franklin	2 Nash	4 Wake
4 Gaston	2 New Hanover	1 Warren
1 Gates	1 Northampton	1 Washington
1 Graham	1 Onslow	2 Watauga
2 Granville	1 Orange	3 Wayne
1 Greene	1 Pamlico	4 Wilkes
5 Guilford	1 Pasquotank	2 Wilson
2 Halifax	1 Pender	2 Yadkin
2 Harnett	1 Perquimans	2 Yancey
2 Haywood		

All applications for the county appointments should be in the hands of the President before July 15.

Students who receive appointments can hold them until they complete the course, provided their conduct and progress are satisfactory to the Faculty.

Any county appointments not applied for by August 1 will be given to the applicants from other

counties, preference being given to the following classes:

1. Those who have spent a year or more at this College, and whose conduct and studious habits have commended them to the Faculty.

2. The best material among new applicants.

EXPENSES FOR THE YEAR

REGULAR COURSE

By the Charter of the Institution, board must be furnished in its dormitories at actual cost. Since there is no possible profit in board, no risk of loss can be taken. It is, therefore, necessary that all bills be paid in advance. No exceptions can be made. The Board of Directors instructs that sight draft be made for all bills not paid when due.

Board in the dormitories (9 months) .	\$135.00	
Laundry	22.00	
		<hr/> \$157.00
Fuel and Lights	\$ 20.00	
Dormitory Fee	10.00	
Registration Fee	4.00	
Medical and Physical Training Fee ...	5.00	
Library Fee	2.00	
Entertainment Fee	2.00	
		<hr/> 43.00
Total, exclusive of tuition	\$200.00	
Tuition	45.00	
		<hr/>
Total, including tuition	\$245.00	

In addition to the amounts listed above, every student must make a deposit of \$3.00 for medicine. Any part of this deposit not used will be refunded at the end of the session.

The payments for the regular charges and fees will be due as follows, in advance:

For students who board in the dormitories and have free tuition:

On entrance	\$65.00
November 15	50.00
January 15	45.00
March 15	40.00
	—————\$200.00

For students who board in dormitories and pay tuition:

On entrance	\$80.00
November 15	60.00
January 15	55.00
March 15	50.00
	—————\$245.00

For students who have free tuition and do not board in dormitories:

On entrance	\$25.00
Entertainment Fee	2.00
	—————\$ 27.00

For students who pay tuition and do not board in dormitories:

On entrance	\$32.00
November 15	15.00
January 15	15.00
March 15	10.00
	—————\$ 72.00

In addition to the above, for students taking Instrumental or Special Vocal Music:

On entrance	\$15.00
November 15	10.00
January 15	10.00
March 15	10.00
	—————\$ 45.00

Extra practice, \$4.00 a year for each period.

LABORATORY FEES

To defray in part the cost of materials actually consumed by the student in her laboratory work, certain fees, ranging in amount from one to eight dollars, according to the course taken, will be charged. These fees are listed in the course descriptions appearing elsewhere in the catalogue. See Biology, Chemistry, Home Economics, Physics, and Manual Arts.

OTHER NECESSARY EXPENSES

The only necessary additional expenses at the College will be the cost of text-books, gymnasium outfit, and, for graduates, a diploma fee of \$5.00.

NON-RESIDENTS

No free tuition is given to a non-resident of the State, but a tuition charge of \$65, instead of \$45, is made.

SPECIAL BUSINESS COURSES

To any student not boarding in the dormitories, the charges for a special course in Stenography will be \$22.50 for tuition, and the regular fees, \$27.00.

MUSIC DEPARTMENT

The charges for the collegiate year in Applied Music are as follows:

Regular Students:

Two private lessons a week in Piano, Organ, Voice, or Violin	\$40.00
For use of piano, one practice period a day	5.00
For each additional daily practice period	4.00
Organ practice, one period daily	8.00
Each additional daily practice period	5.00

Special Students:

Students who register for some form of Applied Music only (Piano, Organ, Voice, Violin), pay \$50.00. This is payable \$30.00 on entrance, \$20.00 at the beginning of the Spring term.

SUMMER SESSION

There will be no charge for tuition in any of the Summer Session courses. The charges for board, laundry, registration, medical attention, and use of library will be as follows:

For students who board and room in the College dormitories:

Eight weeks	\$48.00
Six weeks	40.00
Two weeks	15.00

For students who do not board and room in the dormitories:

Eight weeks	\$10.00
Six weeks	10.00

All Summer Session dues and fees are payable on entrance.

TEXT-BOOKS

The students are required to purchase their text-books. For their convenience the College will maintain a depository where all necessary books may be had at list prices. It might be helpful if students would bring a good English dictionary and other useful reference books in their possession. Latin, French or German lexicons, when needed, must be purchased by the student.

In all business matters, the College prefers to deal directly with the students, rather than with their parents or guardians. This gives them business experience and makes them realize the cost of their training.

All students are supposed to matriculate for the full year, and must not expect any fees or dues remitted on account of their irregularities, or change in plans, except in case of serious illness, making it necessary for the resident physician to advise them to return home.

Let all checks and money orders be made payable to E. J. Forney, Treasurer.

FREE TUITION

The College offers no scholarships. The only students who have free tuition are those "who signify their intentions to teach upon such conditions as may be prescribed by the Board of Directors." Part of the dormitory space is reserved for tuition-paying students, and part for free-tuition students. Each student applying for free tuition must sign the following:

AGREEMENT

"I seek the opportunities of the North Carolina College for Women because it is my desire and intention to make teaching my profession, and I agree, in consideration of free tuition granted me in said Institution, if I can secure employment and my health permits, to teach in the public or private schools of the State for at least two years after I leave the College. If within three years from the time I leave the Col-

lege, I fail to teach as herein stated, from any fault of mine, which shall be decided by the Board of Directors or the Executive Committee, I agree to pay the College full tuition with interest from the time I attended. I furthermore agree that until this pledge shall have been fulfilled, I will report to the College, in May of each year after I leave it, the amount of teaching work I have done.”

LOAN FUNDS, FELLOWSHIPS AND PRIZES

THE ALUMNAE LOAN AND SCHOLARSHIP FUND

For the purpose of establishing a few scholarships for post-graduate work, and for making loans to worthy students, chiefly in the higher classes, who could not return to the College without aid, the Alumnae Association has undertaken to raise a fund. This fund now amounts to about \$16,000.

THE JARVIS BUXTON LOAN FUND

This fund, now amounting to \$100, is established by Mrs. J. C. Buxton, of Winston, N. C., in memory of her little son.

THE ADELAIDE WORTH DANIELS FUND

This fund, amounting to \$100, has been established by Mr. and Mrs. Josephus Daniels in memory of their little daughter, and is to be used as a loan fund to worthy students.

THE LIDA CARR LOAN FUND

This fund was established by General and Mrs. Julian S. Carr.

THE McIVER LOAN FUND

As a memorial to the founder and first President of the College, the Alumnae Association is raising *The McIver Loan Fund*. The amount raised in each county will be credited to it, and used in aiding worthy students from that particular county. Contributions to this fund are now coming in. One hundred and forty-two students have received loans from this fund during the last nine years.

THE UNITED DAUGHTERS OF THE CONFEDERACY SCHOLARSHIP

The North Carolina Division of the United Daughters of the Confederacy offers six scholarships to descendants of Confederate veterans. These scholarships are worth about \$75.00 each.

THE SARAH AND EVELYN BAILEY SCHOLARSHIP

Mr. and Mrs. T. B. Bailey, whose only children died while students at this College, have established a permanent scholarship to be known as *The Sarah and Evelyn Bailey Scholarship*.

THE ESTHER MARKS SCHOLARSHIP

Mrs. Ella R. Marks has established a permanent scholarship as a memorial to her daughter, who was at one time a student in the College.

ELIZABETH CROW MAHLER FUND

This fund, amounting to \$100, was established by Miss Sue Mae Kirkland, the first Lady Principal of

the College. The interest is used at the discretion of the President, in aiding worthy students.

DORRIS WRIGHT MEMORIAL FUND

This fund of \$1,000 was contributed by friends of C. C. Wright, Superintendent of Education in Wilkes County. The income is used in aiding a student from Wilkes County.

OTHER LOAN FUNDS

Charles Broadway Rouss, of New York, gave \$100 to be used as a loan fund to the daughter of a Confederate soldier.

Mr. and Mrs. V. Everit Macy, of New York, gave \$1,000 to be used as a loan fund.

The late Judge John Gray Bynum bequeathed to the College \$1,000, known as the *Hennie Bynum Scholarship*, to be used as a loan fund for the aid of some young woman from Burke County.

Mr. Joe Rosenthal gave \$200 to be used in aiding needy students.

Mr. Ceasar Cone gave \$100 to the McIver Loan Fund.

DEPARTMENT OF AGRICULTURE PRIZE

The State Board of Agriculture offers annually to the students of the North Carolina College for Women the following prizes:

1. To the Senior presenting the best essay on any subject of Home Economics, her choice of \$25.00 worth of books.

2. To the student presenting the best essay on a subject relating to the improvement of country life or the problems and opportunities of the farm woman, a similar prize of \$25.00 worth of books.

The rules and regulations governing the awarding of these prizes are determined by the Faculty.

GOVERNMENT

Those who board in the College are under the direct care of the President, the Director of the Dormitories, and her assistants. The general policy in regard to government has been to trust the students and appeal to their honor and sense of propriety. It is but simple justice to say that they have responded to these appeals with a loyalty and faithfulness worthy of the highest praise. Vexatious and needless restrictions are dispensed with. In matters relating to order and deportment, the students are, as nearly as practicable, a self-governing body. Subject to the approval of the College authorities, they adopt such regulations as concern the entire student body. The powers thus committed to the students are vested chiefly in an executive body of their own choosing. Difficult cases are referred to a Faculty Advisory Committee. This sense of responsibility is one of the educative forces of the College. Under certain conditions it might be found necessary to modify the methods of discipline, *but where many of the students are themselves teachers, where about one-third are defraying their own expenses, and where the average age is nearly twenty*

years, the sober judgment of the students can generally be relied upon to produce a public sentiment that will result in right conduct and honest work.

EXAMINATIONS AND REPORTS

Reports of the standing of all students in their studies are sent to parents or guardians twice a year. The reports are based upon the following system of marking:

Grade 1, 95-100 per cent.

Grade 2, 90- 95 per cent.

Grade 3, 80- 90 per cent.

Grade 4, 70-80 per cent.

Grade 5, 60-70 per cent.

Grade 6, below 60 per cent.

Students must attain a grade of 4 to pass in any study. Grade 5 indicates that the student is conditioned, but will be given another opportunity to remove the deficiency. Students receiving grade 6 in any study must take such study again.

THE SUMMER SESSION

OFFICERS OF THE SUMMER SESSION 1919

JULIUS ISAAC FOUST, LL. D., President
WALTER CLINTON JACKSON, B. S., Director
MISS EMMA KING, A. B., Director of Dormitories
E. J. FORNEY, Treasurer
MISS LAURA COIT, Secretary
MISS MARY TAYLOR MOORE, Registrar

FACULTY

FREDERICK ARCHER LANGUAGE
Superintendent City Schools, Greensboro

L. J. BELL RURAL EDUCATION
County Superintendent, Richmond County, and
Superintendent City Schools, Rockingham

ALICE E. BIVINS MUSIC
Instructor in Public School Music
North Carolina College for Women

FLORINE CAROTHERS PALMER WRITING
Teacher of Palmer Writing System
Charlotte City Schools

JOHN H. COOK EDUCATION
Head of Department of Education
North Carolina College for Women

FAY DAVENPORT PHYSICAL TRAINING
Director of Physical Training
North Carolina College for Women

- HARRIET W. ELLIOTT HISTORY
Associate in History
North Carolina College for Women
- MARTHA EWING PRIMARY EDUCATION
Critic Teacher
North Carolina College for Women
- A. P. KEPHART PSYCHOLOGY
Associate in Education
North Carolina College for Women
- DR. W. H. KILPATRICK LECTURER IN EDUCATION
Professor of Education
Teachers College, Columbia
- DR. EDGAR W. KNIGHT ... LECTURER IN RURAL EDUCATION
Formerly Professor of Education, Trinity College,
and Superintendent of Wake County Schools
- F. H. KOCH LECTURER
Dramatic Literature
University of North Carolina
- JOSEPHINE MOORE OBSERVATION SCHOOL
Critic Teacher
North Carolina College for Women
- GRACE RIDDLE FRENCH
Instructor in French
North Carolina College for Women
- MAMIE ROHR ELEMENTARY EDUCATION
Critic Teacher
North Carolina College for Women
- BLANCHE SHAFFER HOME ECONOMICS
Head of Department of Home Economics
North Carolina College for Women
- DR. J. SALWYN SCHAPIRO LECTURER IN HISTORY
Professor of History
College of the City of New York
- CHARLES B. SHAW ENGLISH
Associate in English
North Carolina College for Women

ETTA R. SPIER RURAL EDUCATION
Rural School Supervisor
North Carolina College for Women

IRENE TEMPLETON MATHEMATICS
Instructor in Mathematics
North Carolina College for Women

NELLIE WALKER PRIMARY EDUCATION
Critic Teacher
North Carolina College for Women

WINIFRED WARD STORY TELLING
Department of Dramatic Expression and Story Telling
Northwestern University

L. A. WILLIAMS LECTURER IN EDUCATION
Department of Education
University of North Carolina

PAULINE WILLIAMSON ELEMENTARY EDUCATION
Critic Teacher
North Carolina College for Women

REGISTRATION (Eight Weeks Term)

The Eight Weeks Courses for Collegiate Students begin about June 1, and continue through July. The Six Weeks Courses for Teachers begin about June 14.

It is very important that students complete their preliminary arrangements on the days assigned for registration and be on hand promptly to receive the special instructions with which each course begins.

PURPOSE OF THE SUMMER SESSION

The special purpose of the College in conducting a Summer Session is to offer the advantages of its instruction to those women whose occupations prevent their attendance upon the other regular sessions. The

courses are arranged to meet, as nearly as possible, the needs of the women of the State. Attention is called to the fact that many of the courses offered are of collegiate grade, and that, properly completed, they may be counted towards a degree. Generally speaking, the courses are presented as units equivalent to one-fourth or one-half of a year's work. Proper sequence will be provided for, thereby enabling the student to continue her course in the ensuing fall, spring, or summer sessions. In brief, the Summer Session constitutes one of the regular terms of the college year and places the full resources of the Institution—faculty, buildings, libraries, and laboratories—at the service of those who may wish to devote part of their summer to college work.

The chief business of the College is training teachers. It is equipped for that task. It has already given training to more than 7,000 teachers. From its establishment the school has stood firmly for a high standard of serious work—work on a par with that of the regular session. This high standard has been steadily maintained, and maintained with the hearty approval and co-operation of the students who have attended.

In the selection and arrangement of its Summer Courses the College has had in view the needs of the following classes: (1) Teachers wishing special work in the principles and methods of teaching (primary, grammar and high school), with opportunities for practice and observation work under experienced supervisors. (2) Teachers desiring advanced or collegiate courses in the philosophy, science, psychology

and history of education. (3) Teachers of special subjects, such as agriculture, domestic science, vocal music, drawing and manual arts. (4) High school teachers who desire advanced work along the line of their specialties, with free use of good departmental libraries and well equipped laboratories. (5) College students who wish to earn advanced credit or to remove conditions. (6) Students preparing for college. (7) Mothers, wives and home-makers who feel the need of practical help in such subjects as foods and food values, cookery, kitchen conveniences, home nursing, sanitation, and household decoration.

SUMMER SESSION CREDITS

The Summer Session of eight weeks is reckoned equivalent to one-fourth of a collegiate year. By devoting double time to a given subject the student may hope to complete a half year's work in that subject. Most of the collegiate courses of the Summer Session are arranged on this double time basis and hence carry half-year credits.

Students who take the six weeks courses will be given certificates stating the amount of work completed.

ADMISSION REQUIREMENTS

There are no formal examinations for admission to the Summer Session. Students may register for only a limited number of subjects, and in no case will they be permitted to enter courses for which they are not prepared.

EXPENSES OF SUMMER SESSION

There will be no charge for tuition in any of the courses offered.

The charges for board, laundry, registration, medical attention and use of library will be as follows:

For students who board and room in the college dormitories:

Eight weeks	\$48.00
Six weeks	40.00

For students who do not board and room in the dormitories:

Eight weeks	\$10.00
Six weeks	10.00

All dues and fees are payable on entrance.

MATRICULATION

Students will be required to pay the full amount of the cost of the term upon entering, no student being permitted to register until such payment is made.

No student will be admitted to any course without a card of admission from the Registrar's office.

Fifteen hours of work a week is a reasonable amount to attempt. More than twenty hours will not be allowed.

Students may not expect any fees or dues to be remitted for any cause except in case of serious illness, making it necessary for the resident physician to advise them to return home.

All checks and money orders should be made payable to E. J. Forney, Treasurer.

ROOMS AND BOARD

One of the most vexatious problems confronting the woman in attendance upon the average summer school is the difficulty of securing good board and a comfortable room in an atmosphere conducive to study. Students who secure rooms and board in our dormitories need have no fear in this matter. The rooms are clean, well lighted and ventilated, neatly furnished, and provided with both gas and electric lights. Ample closet space is allotted each student, and good bathrooms, liberally supplied with hot and cold water, are on every hallway.

The College has its own farm and dairy herd. The table will be well supplied with an abundance of good and wholesome food, properly cooked and neatly served. The daily menus are made out by a trained dietitian, who also has general charge of the dining-room and its appointments.

COURSES OF INSTRUCTION, SUMMER SESSION

PUBLIC SCHOOL DRAWING

These courses are planned especially for teachers who have had no previous work in drawing. They will be practical courses dealing with the content and organization of a drawing course which may be adapted to the needs of the schools of the State. Methods of teaching the subject will be emphasized.

S I. *Drawing for Primary Grades.* 8:00-8:50, daily except Saturday. Six weeks.

Credit, certificate.

S II. *Drawing for Grammar Grades.* 11:40-12:30, daily except Saturday. Six weeks.

Credit, certificate.

S III. *Drawing for One-Teacher School.* 9:50-10:40, daily except Saturday. Six weeks.

Credit, certificate.

EDUCATION

Courses in education are designed to meet the specific professional needs of the following classes of teachers: Rural teachers, with and without expe-

rience, who expect to teach in one-teacher or consolidated schools; teachers in graded schools, primary, intermediate and grammar grades; principals of graded and rural schools; high school teachers; high school principals; rural supervisors; teachers of education in rural high schools; and teachers of special subjects.

OBSERVATION OF TEACHING

The training school of the College will be in session during the summer term. Three trained teachers will have in charge the children of the seven grades. Opportunity will be given to observe work in nearly every phase of teaching.

Each course in education will carry with it the privilege of observation in the training school. All method courses will include observation of teaching and constructive criticism as a required feature of the work. Thus principles, methods, plans and devices will be constantly illustrated in practice, emphasizing and vitalizing the knowledge gained by professional study. A good opportunity will be given to teachers to see work well done. The observation work is designed to enable teachers to take back to their school high standards of professional proficiency and practical suggestions for improving their own work.

FOR PRIMARY TEACHERS

S I. *Primary Reading, Language Work and Literature.*

Section a. For experienced teachers. 9:50-10:40, daily except Thursday.

Section b. For inexperienced teachers. 10:45-11:35, daily except Thursday. Six weeks.

This course assumes an interest in stories as preliminary reading and deals with the interrelations of reading, language and literature in the primary grades. A practical study of approved methods for teaching reading with reference to the state-adopted texts is made. Specific plans and devices are suggested and illustrated in the practice of the training school. An acquaintance with the best literary material of the primary grades is made in the course. The methods and organization of the oral language work for the primary grades are considered. This course is designed to prepare in a practical way the student for teaching in primary grades.

Lectures, reports, assigned readings, observation and conferences.

Credit, certificate.

MISS WALKER.

S II. *Industrial Arts, Plays and Games for Primary Grades.*

Section a. 9:50-10:40, daily except Tuesday.

Section b. 10:45-11:35, daily except Tuesday. Six weeks.

This course will be largely a laboratory course, although a careful study will be made of the mediate and immediate functions of industrial arts and play in education. Those phases of the work which can be used in the rural and graded schools of the state will be given emphasis. The course is designed to prepare teachers with little or no experience in this work

to introduce it in their schools. Practical suggestions for self-improvement of the teacher will be considered.

Recitations, laboratory work and observation.

Credit, certificate.

MISS EWING.

S III. *Methods of Primary Arithmetic.*

Section a. 8:55-9:45, Monday, Wednesday, Friday.

Section b. 8:55-9:45, Tuesday, Thursday, Saturday.

Six weeks.

This course will deal with the organization of number work and arithmetic in the first three or four grades; the motivation of arithmetic work; correlation of arithmetic with other work; and methods and devices for necessary drill work. Practical difficulties and problems in teaching primary arithmetic will be given attention.

Recitations, observation and reports.

Credit, certificate.

MISS EWING.

S IV. *Nature Study in the Primary Grades.*

Section a. 8:55-9:45, Wednesday, Friday.

Section b. 8:55-9:45, Thursday, Saturday. Six weeks.

A study will be made of those phases of nature which may be made interesting and meaningful to the child. Careful attention will be given to the detailed content of a course in nature study, for the primary grades; the immediate and preparatory purposes of nature study; and the best methods and means most likely to secure the desired attitudes, appreciation, experience, and knowledge. Suggestions for seasonal,

local and individual modification of the course will be considered.

Credit, certificate.

MISS WALKER.

FOR GRAMMAR GRADE TEACHERS

S VII. *Grammar Grade Language, Literature, Reading and Methods.*

Section a. 8:55-9:45, daily except Tuesday.

Section b. 10:45-11:35, daily except Tuesday. Six weeks.

A study of the subject matter to be taught in the upper grammar grades will be made with a view to reorganization for teaching. Adopted texts with supplementary material will be used as a basis for the content of the course. Constructive and practical suggestions for teaching will be made as material is presented to the class. Special attention will be given to the aims and methods of teaching these subjects, and a critical examination of supplementary material of which teachers may make practical use. For teachers of elementary and graded schools who desire a broader view of subject matter as well as better methods for presenting it.

Recitations and some observation of teaching.

Credit, certificate.

MISS WILLIAMSON.

S VIII. *Grammar Grade History, Geography and Methods.*

A. History. Section a, daily except Friday. Section b, daily except Friday.

B. Geography. Section a, daily except Thursday. Section b, daily except Thursday. Six weeks.

History and geography will be reviewed and interpreted in light of recent and present transformations in national and international relations. State-adopted texts in history and geography will be examined in this course and practical suggestions will be made for their best use in school work and for supplementing them with outside material. The problem-project method as applied to history and geography will be given some attention. Special attention will be given to methods and devices in these subjects and to the organization of the subjects that is best adapted to the needs and experience of pupils to be taught.

Recitations, reports and observation in training school.

Credit, certificate.

A, MR. ARCHER; B, MISS ROHR.

S IX. *Arithmetic and Methods for Grammar Grades.*

Section a. 8:55-9:45, daily except Wednesday.

Section b. 11:40-12:30, daily except Wednesday. Six weeks.

This course is designed to review some of the more difficult phases of arithmetic which teachers need to understand. Attention will be given to need of omission or emphasis of certain topics; application of arithmetic to the practical needs of life; nature of problems; the best use of texts; standard tests; and to special methods of teaching the subject. The study

of method will be made very largely in connection with the study of principles and problems.

Credit, certificate.

MR. BELL, MISS WILLIAMSON.

S X. *Grammar Grade Methods—General.* 8:00-8:55, daily except Saturday. Six weeks.

This course in general and special grammar grade methods will have very little of the study of content. It is offered for teachers of considerable experience and those who do not need to review subject matter. The emphasis will be on methods. Rapeer's *Teaching Elementary School Subjects* will be used as a basal text. Recitations will be supplemented by observation in the training school.

Credit, certificate.

MISS ROHR.

S XI. *Community Civics and Methods.* 11:40-12:30, Monday, Wednesday, Friday. Six weeks.

The aim of this course is to secure an appreciation and understanding of community problems, first by teachers; afterwards by the pupils of these teachers. A right attitude towards home, school, neighborhood, community and county will expand into the larger patriotism which will include state, nation and humanity. An approach to the problems of the larger units is made by the study of community problems in all their relations. Teamwork, school spirit, good roads, local taxation and government, cooperative industries, and the school as a community center are among the topics treated.

Credit, certificate.

MR. ARCHER.

FOR HIGH SCHOOL TEACHERS

S XII. *Problems of High School Teachers and Methods.* 8:55-9:45, daily except Saturday. Six weeks.

This course will deal with the practical problems of high school teaching, discipline, curriculum and programs. Topics studied among others will be the civic, vocational and cultural aims of secondary education; needed equipment; relations of the college and high school; supervised study; vocational guidance; student activities; the choice of programs of study to meet individual and group needs; and suggested problems of particular or general interest.

Recitations, conferences and reports.

Credit, certificate.

DR. KEPHART.

S XIII. *Psychology of Adolescence.* 8:00-8:50, daily except Saturday. Six weeks.

A study of the mental and moral behavior of children of high school age, with attention given to the psychology of learning in case of foreign languages, mathematics, science, history and literature. Attention will be given to mental tests used in determining ability and aptitudes of adolescents. This course presupposes a general course in educational psychology and is offered especially for high school teachers.

Credit, certificate.

MR. COOK.

PSYCHOLOGY AND EDUCATION

S V, VI. *Educational Psychology.* 10:45-12:30, daily. Eight weeks.

The purpose of the first half of this course is to present important psychological principles underlying human behavior. Among the topics considered will be the nervous system as the organ of behavior, sensory capacities and defects, the mental processes involved in such types of learning as perceptual, associational, motor, and problem types.

The prime aim of the second part of the course is to acquaint the student with child nature and capacities. Original tendencies and capacities, mental characteristics of different periods of child life, individual differences, characteristics of the adolescent period, laws of learning, exceptional children, are the topics which will receive special consideration.

Texts, demonstrations, experiments, assigned readings.

Credit, three hours college credit for the year.

DR. KEPHART.

S XIV. *History of Education.* 10:45-11:35, daily except Saturday. Six weeks.

In this course a study will be made of educational systems and theories of the past in order to throw light on our present educational problems, principles and practices. Religious, industrial and social conditions and education are considered in their reciprocal relations. The emphasis of the course will be on

modern educational reformers and their theories as influencing educational thought of today.

Two sections will be formed: one emphasizing the growth and development of secondary education; the other, elementary education.

Credit, certificate.

MR. COOK.

S XV. *Principles of Education.* 9:50-10:40, daily except Saturday. Six weeks.

In this course a study will be made of the tendencies, capacities and interests of children; the physical, moral, vocational and cultural objectives of modern education; and the principles underlying the educative process and method. Attention will be given in the course to moral and civic education; supplementary agencies of education; discipline; and the methods of the recitation.

Section a. As applied to elementary education.

Section b. An advanced course applied chiefly to problems of secondary education.

Credit, certificate.

MR. COOK.

RURAL EDUCATION

S XVI. *Rural School Management and Curriculum.* 8:55-9:45, daily except Wednesday. Six weeks.

The problems of the rural school will be studied in this course. The school will be considered as an agent for the vitalizing and improvement of country life conditions. Study will be made of rural life and the rural school, the type of curriculum best suited to meet the present situation and the best method of

teaching these subjects. Other topics will be rural school management, programs, rural school hygiene and sanitation, and community organization.

This course is designed for rural and village teachers, principals and supervisors.

Credit, certificate.

MISS SPIER.

S XVII. *Rural School Supervision and Administration.* 8:00-8:55, daily except Saturday. Six weeks.

The problems of the rural school will be studied from the viewpoint of a supervisor. The course will include a study of rural school curricula and a critical examination of prevailing methods of teaching the elementary school subjects, thus providing the supervisor with guiding principles for criticism and improvement of instruction. Among the problems discussed will be: standards of the recitation; improvement of teachers in the service; consolidation; rural high schools; financial support of schools; the course of study and school programs; and standard tests and measurements.

Credit, certificate

MR. BELL, MISS SPIER.

S XVIII. *The School and the Community.* 11:40-12:30, Tuesday, Thursday, Saturday. Six weeks.

In this course the various functions of the school as a community center will be considered. A careful study will be made of the rural community in the process of its evolution. There will be discussion of various community activities, feasible and desirable in rural communities of the state, and of the

functions of the institutions of the community other than the school.

Credit, certificate.

MISS SPIER.

S XIX. *Rural School Sanitation and Child Hygiene.*
10:45-11:35, daily except Thursday. Six weeks.

The aim of this course is to acquaint teachers with the significance of and the means of securing health of school children. Among the topics considered will be the health laws of the state; medical inspection and methods of following up recommendations; hygiene of buildings and grounds, with emphasis on lighting, heating, ventilation, water supply, etc.; transmission and prevention of diseases; and the function of school authorities in promoting health.

Credit, certificate.

MR. BELL.

S XX. *North Carolina School Law.* 2:00-3:00,
Tuesday, Thursday. Six weeks.

This course is designed to meet the certification requirements of the State Board of School Examiners and Institute Conductors. Among the topics to be considered are the sources of financial support of the schools; the initiation and administration of school law; the influence and control of the federal government, the state, and the smaller units; the law governing employment, certification and supervision of teachers, compulsory attendance, child labor and public health.

MR. BELL.

ENGLISH

The following courses are of eight weeks duration and when properly completed carry collegiate credits. Teachers not candidates for college credit may register for a six weeks term, but it must be understood that credit will be given only to those who complete the full eight weeks course.

S I. *Literary Types*. 10:45-11:35, daily; 8:55-9:45, Wednesday, Saturday.

This course is planned to give the student an introduction to the various forms of literature. The forms considered are: the epic; the prose romance; the ballad; the lyric; the drama; the essay; the novel; and the short story. Examples of each type will be read. The class work will consist of lectures, dwelling briefly on the origin, development and characteristics of each type, and discussion of the reading. The aim of the course is to be introductory and extensive rather than detailed and intensive.

Credit, two hours college credit for the year.

MR. SHAW.

S II. *The Later Romanticists. English Poetry, 1807-1824. Three Poets of Rebellion*. 8:55-9:45, Monday, Tuesday, Thursday, Friday.

An interpretative study of Byron, the poet of defiant self; Keats, the apostle of beauty; and Shelley, the idealist who sees in emancipation from tyranny the way to happiness. The class work will consist of lectures and discussion of the reading.

Texts.—Byron's *Poetical Works*; Keats' *Poetical Works* (Astor edition) and Shelley's *Poetical Works* (Oxford edition).

Credit, one hour college credit for the year.

MR. SHAW.

FRENCH

S II. (a) *Second Year French Literature.* 9:50-10:40, daily. 8:55-9:45, Wednesday, Saturday. Eight weeks.

Hugo, *Cosette*; Labische, *Le Voyage de M. Perichon*; Daudet, *Neuf Contes Choisis*; Fraser and Squair, *French Grammar*. Frequent summaries in French, both oral and written, are required. In addition to the texts named, at least two others are assigned as supplementary reading.

Credit, two hours college credit for the year.

MISS RIDDLE.

S II. (b) *Second Year French Composition.* 8:55-9:45, Monday, Tuesday, Thursday, Friday. Eight weeks.

Fraser and Squair, *French Grammar*; Francois, *Introductory French Prose Composition*.

Credit, one hour college credit for the year.

MISS RIDDLE.

S III. (b) *Third Year French Composition.* 8:00-8:50, Monday, Tuesday, Thursday, Friday. Eight weeks.

Fraser and Squair, *French Grammar*; Francois, *Advanced French Prose Composition*.

Credit, one hour college credit for the year.

MISS RIDDLE.

HISTORY

S I. *English History, 19th and 20th Centuries*.
9:50-10:40, daily. Six weeks.

This is a general course in Modern English History. The topics considered will be: The industrial revolution; political parties; colonial development; American revolution; social and economic reform; diplomatic relations; a general survey of England's preparation for the world war and war aims.

Texts, lectures, readings and reports.

Credit, one hour college credit for the year.

MISS ELLIOTT.

S II. *American History, 1783-1861*. 11:40-12:30,
daily. Six weeks.

This course will cover the period from 1783-1861. The topics discussed will be: The making of the constitution; political parties; diplomatic relations; industrial development; social changes; and general conditions immediately preceding the Civil War.

Texts, lectures, readings, reports.

Credit, one hour college credit for the year.

MISS ELLIOTT.

S III. *American History.* 8:00-8:50, Monday, Wednesday, Friday. Six weeks.

This course will offer a general review of American History. The work will deal with the political, social and economic development of the United States.

Texts, lectures, readings, reports.

Credit, certificate.

MISS ELLIOTT.

~~MISS ELLIOTT.~~
S IV. *Contemporary European History.* 8:00-8:50, Tuesday, Thursday, Saturday. Six weeks.

This course lays emphasis on recent internal history of Western Europe and on the aims of the European nations in the world war.

Texts, lectures, readings, reports.

Credit, certificate.

MISS ELLIOTT.

HOME ECONOMICS

Course I. Feeding the Family. 8:00-10:40, daily except Saturday. Six weeks.

The composition, proper methods of cooking and serving, marketing and cost of the common foods used in the family meals will be considered.

Laboratory fee, \$3.00.

Credit, certificate.

MISS SHAFFER.

Course II. Household Management. 11:40-12:30, Monday, Wednesday, Friday. Laboratory, 8:00-10:00, Saturday.

The study of the household operations; care and cleaning of the house; time studies; the budget; and the cost of operation based on the least effort for the greatest efficiency.

Laboratory work done in the cottage.

Credit, certificate.

MISS SHAFFER.

Course III. Methods in Home Economics. 11-40-12:30, Tuesday, Thursday. Six weeks.

The organization of the subject matter, methods of presenting the different type lessons, the means of getting adequate practice, the kinds and cost of equipment, text-books and available aids will be considered in these lectures.

Credit, certificate.

MISS SHAFFER.

Course IV. Clothing for the Family. 2:00-4:00, daily except Saturday. Six weeks.

This course is intended to give to the student a knowledge of textiles leading to a wiser selection and purchase of materials, an appreciation of design, encouraging simplicity in expression, a training in the elementary technical processes of sewing, and a knowledge of the principles of care and repair of clothing.

Laboratory fee, 50 cents.

Credit, certificate.

MISS SHAFFER.

Course V. Principles of Nutrition. 10:45-11:35, daily except Saturday. Laboratory, 10:00-12:00, Saturday.

The composition of foodstuffs and the use of these foodstuffs in the body, the choice and kinds of foods in relation to cost needed to meet the body requirements. Special needs for children, sick and the aged will be included.

Laboratory fee, \$1.50.

Credit, certificate.

MISS SHAFFER.

A student will be permitted to take either course I or IV with any two other courses. These courses will not be given unless at least five persons apply for each of them.

In the food laboratory white must be worn. A large white apron will also be required.

MATHEMATICS

S I. (b) *Solid Geometry*. 9:50-10:40, daily. Eight weeks.

Text.—Wentworth's *Solid Geometry*.

Credit, two hours college credit for second term.

MISS TEMPLETON.

S II. (c) *Plane Trigonometry*. 8:00-8:50, Monday, Tuesday, Thursday, Friday. Eight weeks.

Text.—Wentworth's *Plane Trigonometry*.

Credit, two hours college credit for second term.

MISS TEMPLETON.

MUSIC

S I. *Primary Teacher's Course.* 11:40-12:30, Tuesday, Thursday, Saturday. Six weeks.

Presentation of the material and outline of musical work for the Primary Grades. Selection of rote songs, motion songs and singing games and methods of presenting them. As much general musical training as time given will allow.

Credit, certificate.

MISS BIVINS.

S II. *Grammar Grade Teacher's Course.* 11:00-12:30, Monday, Wednesday, Friday. Six weeks.

Presentation of the material for grammar grades and the work of these grades thoroughly analyzed, enabling the grade teacher to cooperate intelligently with the supervisor.

Credit, certificate.

MISS BIVINS.

College Chorus. Three hours a week. Six weeks.

A mixed chorus will be organized at the opening of the session to which those having fair singing voices will be admitted. Only standard works will be studied. The giving of a public performance will be a part of the work of this organization.

Piano, Voice and Organ. In order that music teachers and music students may enjoy the best advantages for study during the summer session, the Department of Music has arranged with a number of teachers in the faculty to give private instruction in Piano, Voice and Organ.

Ample facilities for piano, voice and organ practice will be provided at a nominal charge.

For particulars as to cost of tuition, practice, etc., consult the head of the Music Department.

PENMANSHIP

The purpose of the Penmanship Course is, first, to help teachers master the mechanics of the Palmer Method of Business Writing that they may successfully teach the subject; and, second, to give teachers a thorough understanding of the principles and pedagogy of the subject in their respective departments.

Text.—*The Palmer Method of Business Writing.*

S I. *For Beginning Students.*

Section a. 8:00-8:50, daily except Saturday.

Section b. 4:00-4:50, daily except Saturday. Six weeks.

S II. *For Advanced Students.* 3:00-3:50, daily except Saturday. Six weeks.

Credit, certificate.

MISS CAROTHERS.

PHYSICAL TRAINING

S I. *Physical Training for Primary Grades.* 11:40-12:30, Monday, Wednesday, Friday. Six weeks.

Methods of teaching story plays, informal exer-

cises, schoolroom and playground games, rhythm work and folk dances.

Credit, certificate.

MISS DAVENPORT.

S II. *Physical Training for Grammar Grades.* 11:40-12:30, Tuesday, Thursday, Saturday. Six weeks.

Hygiene and physical training, including methods of teaching formal gymnastics, schoolroom and playground games, and folk dances.

Credit, certificate.

MISS DAVENPORT.

S III. *Folk Dances and Games.* Six weeks.

Every one is invited to join. Here an opportunity is given to learn new folk dances, outdoor and indoor games.

MISS DAVENPORT.

Note.—Special work will be given to any who wish corrective exercises to improve posture or other faulty conditions.

STORY TELLING

S I. *Story Telling.*

Section a. 11:40-12:30, Monday, Wednesday, Friday.

Section b. 11:40-12:30, Tuesday, Thursday, Saturday. Six weeks.

This course is designed to meet the needs of all elementary school teachers in presenting to them the aim, value and place of story telling in the development of the child. Special attention will be given:

to the selection of stories suitable for children of various ages; to practice in acquiring the art of story telling; and to dramatization.

Lectures and demonstration, readings, practice and dramatization.

Credit, certificate.

MISS WARD.

S II. *Play Presentation.* 2:00-2:50, Monday, Wednesday, Friday. Six weeks.

This course will aim to give the student definite aid in the coaching of amateur plays in schools and community centers. Careful study will be made of the selection and adaptation of plays for amateur performances, with special emphasis on the methods of procedure in coaching. Besides class room practice, at least one play will be given for public performance.

Lectures, discussions, detailed plan of one play (the student's choice), participation.

Credit, certificate.

MISS WARD.

GENERAL INFORMATION

AN EDUCATIONAL CENTER

The North Carolina College for Women and its friends are to be congratulated upon its location.

Greensboro is one of the prosperous, growing cities of the country. Its healthfulness is well known, and its social and religious influences are the best. Its accessibility and the hospitality and progressive spirit of its people render it a favorite convention city of the State. A week seldom passes in which it has not as its guests some body of eminent men and women assembled in the interest of matters of public concern. Students in the College thus enjoy exceptional advantages for coming in contact with prominent State and national leaders, and in gaining an intelligent conception of the more important problems relating to the life and welfare of our people. The churches, the schools and colleges, the libraries, hospitals, and other agencies for civic and social betterment add immensely to the opportunities for liberal culture. The woman who spends a year or more in this environment gains a broader conception of life, and adds to her qualifications for usefulness. The city has long been an educational center. Its people, and the people of Guilford County, are liberal friends of public education, and have always been strong advocates of the education of women. The public schools of Greensboro are well

equipped, and do efficient work, giving boys and girls a thorough preparation for college. There are few towns or cities where the educational advantages are so excellent and may be had at such small cost.

There is another important reason why the College is fortunately located. To the entire people of the State, Greensboro is the most accessible of North Carolina towns. It is the geographical and railroad center of the State. The North Carolina Railroad, the Northwestern North Carolina Railroad, the main line of the Southern Railway, and the Atlantic and Yadkin Railway meet at Greensboro.

The schedule time to Greensboro from Raleigh, Fayetteville, Durham, Winston-Salem, Mount Airy, Statesville, Salisbury, and Charlotte, is from one to four hours. One can leave Weldon, Goldsboro, Tarboro, Wilson, Maxton, Hamlet, Wilkesboro, Asheville, or Hot Springs in the morning and reach Greensboro by bed-time. Students who leave Wilmington at 9:00 a. m., and those who take the early trains at Murphy, Morehead City, and the railroad stations in the most remote corners of the State, will meet in Greensboro in the afternoon or evening of the same day.

GROUNDS AND BUILDINGS

The College buildings, seventeen in number, are located on an eminence partly within and partly without the city limits. The grounds are both spacious and attractive. Ten acres, fronting on a paved and macadamized thoroughfare, are laid out and

eared for in accordance with the plans of landscape gardeners. This constitutes the campus proper. Electric cars, operated on a ten-minute schedule, and having three stopping places in front of the grounds, afford ready access to the railway station and to all points of interest in the city and its suburbs. A private avenue with macadam walks leads through the grounds to the several College buildings. A woodland park of twenty-five acres, covered with a natural forest growth of rare beauty, is the private property of the College. Several miles of walkways, a pavilion, and numerous rustic bridges add to the charm and comfort of this fresh air recreation ground. Ample space is allotted to tennis, basketball, and other forms of athletic sports.

The College buildings have been specially designed for their several purposes, and represent the best in material and equipment. They are properly lighted and ventilated, have adequate fire protection, are warmed by a central heating plant, and are supplied with sanitary drinking fountains, hot and cold water, local and long distance telephones, and gas and electric lights. The buildings include:

Administration Building.—Offices of President, Deans, Secretary, Bursar, Registrar, Stenographer, Laboratories, Student Rest Rooms, Postoffice, and eighteen Lecture Rooms.

Library.—Fireproof Book Room, Vault, Offices, Reading-Room, Reference and Study Rooms.

Students' Building.—Manual Arts, six rooms; two Literary Society Halls, Young Women's Christian Association Hall and Reading-Room, College Auditorium, and fifteen Music Rooms.

Spencer Building.—Main Dormitory, 492 feet long, facing east on College Avenue; North wing, extension, 120 feet; South wing, facing on Walker Avenue, 240 feet. Kitchen, Cold Storage, and Central Dining Hall with accommodations for 600. Total dormitory capacity of this building, including rooms for matron and assistants, 390.

Woman's Building.—Dormitory, modern in all its equipment, and embodying the best features of buildings of its class. Dedicated by Act of the General Assembly of 1911 to the Women of the Confederacy. Accommodations for sixty students.

Kirkland Hall.—New dormitory; accommodations for sixty students. Similar in all respects to the Woman's Building.

New Dormitory.—Ready for use fall 1919. Embodying the latest and most approved ideas in modern structures. Accommodations for one hundred students.

Guilford Hall.—Dormitory, with accommodations for seventy students.

Curry Building.—Teachers' Training School, Practice School Building, Offices, Assembly Hall, Play Room, and twelve Class Rooms. Devoted exclusively to the work of the Normal Department.

McIver Memorial Building.—Thirty-two Lecture Rooms, Laboratories and Offices, especially designed for the Science Departments.

Infirmary.—New building, seventy-five bed capacity. Modern in construction and arrangement. Thoroughly equipped. Laboratories, Operating and Consultation Rooms, Solaria, Outdoor Rooms, Physician's and Nurses' Room, Dining Room and Kitchen.

Music Studio.—Two-story brick cottage used by students of the Music Department.

Home Economics Cottage.—Equipped to give students of Home Economics practice in housekeeping, home-making and care of the house.

Power House, Laundry, Central Heating Plant, Dairy, and Mechanic Shops.

President's Residence.

THE LIBRARY

ANNIE F. PETTY
RUTH WOOLMAN
STUDENT ASSISTANTS

The library is one of the distinctly educative forces of the College. Those in whom its management is vested consider that it has a mission to perform other than that of a mere adjunct to departmental work. Efforts are made to render it a vital force in the life of each student. At the beginning of each fall term all new students are required to attend a series of practical lectures given by the librarian on the use of

the library. To be educated in the friendship of books—to derive that solace and inspiration and strength that come from restful, friendly communion with the world's choice spirits—is no insignificant part of woman's education. Denied this perennial source of wisdom, culture, and sympathy, a woman misses one of the most potent agencies in her own development, and an effective means of appeal to others.

Care has been taken to select such books as are most serviceable to students in their work in the various departments. Students have access, under necessary limitations, to the book-shelves. Facilities are offered for reading and study during library hours, and the librarian is present to give help in any line of special study or reading. The library now contains more than eighteen thousand volumes, and valuable additions are annually being made by purchase and by donation. Special effort is being made to secure any works on North Carolina History. Old volumes, magazines, pamphlets, newspapers—all materials relating to the history and literature of the State—will be acceptable.

The Reading-Room is supplied with the best current literature, including state and national papers, leading magazines, reviews, and educational journals.

SOCIAL LIFE

With regard to the social management of the dormitories, the authorities consider it essential that the young women have every privilege consistent with student life. Shopping, visiting, and receiving friends to

a reasonable extent are not prohibited. Under proper conditions, visits from gentlemen will be allowed, when written requests for that privilege are made by parent or guardian addressed directly to the Lady Principal.

RELIGIOUS LIFE

Though unsectarian in its management, the College is distinctly Christian. Students are urged to attend the church of that denomination which it is their custom to attend when at home. The churches in Greensboro are, Baptist, Catholic, Christian, Congregational, Episcopal, Friends, Lutheran, Methodist, Methodist Protestant, Moravian, Presbyterian, Primitive Baptist, Reformed, and Jewish Synagogue. The several pastors of the city churches are cordially invited to visit the Institution, in order that they may become personally acquainted with the students, and strengthen their religious life by helpful talks and conferences.

Prayers, with the reading of the Scriptures, and singing, are a part of the day's exercises. Attendance on this service is required.

Under the auspices of the Young Women's Christian Association, courses are offered in Mission and Bible Study. The Association also provides for Wednesday and Sunday religious services. A more extended account of the work of the Association will be found elsewhere.

GENERAL CULTURE

Students should breathe an atmosphere that will promote growth. The College, in addition to its regular work, seeks in various ways to promote the general culture of its students. Lectures are given from time to time by members of the faculty, and addresses are made by prominent men and women, whose presence and whose messages are an inspiration to right thinking and right living.

LECTURE AND RECITAL COURSES

There will be given every year at the College a series of lectures by men of recognized standing in the literary and scientific world, and recitals by distinguished music artists. A fee of two dollars, collected at the time of registration, gives admission to the entire series of lectures.

SPIRIT OF DEMOCRACY

A large measure of the success which has attended the North Carolina College for Women has been due to the representative character and spirit of the young women who have been its students. They have come from all of the one hundred counties of the State, and in their political and religious faith, their financial condition, and professional and social life, have been thoroughly representative of the people of North Carolina. Among them have been many graduates of other colleges, and more than a thousand who taught school before entering the Institution. In fact, the College

has had every type of respectable woman in North Carolina, from the one who enjoyed all the advantages which money and social position confer, to the girl whose absence from her humble home meant increased toil and self-denial to every member of the family.

A large number of these young women remain in the College at their own expense, without help from parents, and a majority of them expect to become teachers. This has exerted a strong influence in favor of industry, and the steady performance of duty. Moreover, the fact that the College has not depended upon the revenue derived from any class of its students has tended to aid in its discipline, and to imbue all the students with a spirit of democracy. The State is always the gainer when its teachers can be trained in an atmosphere of equality, which recognizes the worth of honest toil and faithful service, regardless of class distinctions. This coming together of all classes from all sections of the State fosters patriotism, self-reliance, and breadth of vision, gives the students a clear comprehension of the needs of their State, and inspires them with a laudable ambition to be of some service. The spirit of the College is, therefore, worthy of the State of North Carolina. With a seriousness of purpose nowhere surpassed, and an earnest yet kindly striving for the higher standards of life and thought, here annually gather, on equal terms, more than a thousand North Carolina women. Here is no hatred of wealth, and no contempt for poverty, but courteous recognition of equal rights, with cheerful tribute paid to moral and intellectual worth.

SERVICE

Some indication of the serviceableness of the College is suggested by what has been said of the scope and character of its patronage. It has, since its establishment, been an open door of opportunity to the white women of North Carolina. Through it, the State has added to its resources over four thousand educated women, who have taught lessons of patriotism and right living to more than three hundred thousand North Carolina children. Two-thirds of all the students enrolled, and nine-tenths of all who graduate, become teachers in North Carolina. No large movement for the uplift of the State has failed to have support from its faculty and students, and today there is not a county in the State where representatives of the College are not to be found actively engaged in public service. There is no kind of educational institution requiring women teachers with ordinary professional training, where students of the North Carolina College for Women have not been employed. Of course the greater number of teachers trained by the Institution have gone to the country public and private schools, but more than thirty per cent. of the women teachers in the graded schools of the State are former students of the College, and its graduates have been employed in every orphanage, and in a large number of high schools, seminaries and colleges.

EXTENSION WORK

In addition to its bulletin service, described elsewhere in this catalogue, and the correspondence

courses of the Commercial Department, the College undertakes each year some form of work which is, in effect, the carrying of its resources to those beyond its walls. During the past session, a series of extension lectures have been delivered at representative points, chiefly under the auspices of the Alumnae Association, County Teachers' Organizations, Sunday School Associations and the Federation of Women's Clubs of North Carolina.

An outline of the work of the Extension Department will be found elsewhere in this catalogue. Consult index.

HEALTH AND MEDICAL ATTENTION

The physical welfare of the students is made a prime object of attention. An experienced woman physician has charge of matters pertaining to health, and her lectures on sanitary science and personal hygiene form part of the required course of study. Trained nurses are also regularly employed. The physician and nurses may be consulted day or night. The cost of the medical consultation and attendance is included in the published expenses. In this way, medical advice is to be had at the least cost, and the danger obviated of any student's postponing for economical reasons the necessary consultation.

A regular outdoor walking period is observed, healthful open-air sports are encouraged, and, under the direction of teachers of physical training, each student is required to take prescribed forms of physical exercise.

THE PREVENTION OF SICKNESS is the main object of physicians, nurses, and directors of Physical Culture. With the enlarged facilities afforded by the new infirmary, it is hoped to prevent cases of physical breakdown on the part of students, by transferring them, when necessary, to quiet rooms where they will be subject to individual dieting and special care.

IN THE BOARDING DEPARTMENT the daily menus are prepared and the dining-room supervised by a trained dietitian. A matron-in-charge is responsible for the purchase, storage, and proper preparation of food materials. The sewerage and water systems, the bathrooms and lavatories, the heating and ventilating machinery, and the laundry are carefully inspected. All drinking water is thoroughly sterilized; care is exercised in regard to the milk and butter supply; proper ventilation of dormitory and recitation-rooms is insisted upon; and due precaution is taken to prevent the origin and spread of infectious diseases.

A committee appointed by the State Board of Health visits and inspects the Institution.

REPORT OF STATE BOARD OF HEALTH

North Carolina State Board of Health

Board of Directors, North Carolina College for Women,
Greensboro, N. C.

Gentlemen:—In accordance with Section 3, Chapter 66, Public Laws of 1911, I made an inspection of the North Carolina College for Women. As in my previous annual inspections, I found this Institution and all of its buildings, laboratories, rooms, etc., orderly and sanitary. For cleanliness and order, the Institution is a model.

Very respectfully yours,

W. S. RANKIN, Secretary.

ORGANIZATIONS

There are a number of organizations among the students, and it is a mistake from any standpoint for a young woman to come to the College and not belong to one or more of them. The expense connected with membership is not large, and the advantages are very great in many ways.

ADELPHIAN, CORNELIAN AND DIKEAN SOCIETIES

These are three literary organizations of strength and usefulness, both to the College and to the individual members. They are managed by the students themselves, and members of the Faculty have no connection with them, except honorary membership. *After observing for several years the general progress of those students who are members of these Societies, and those who are not, the authorities of the College do not hesitate to say that it is a great mistake for a student not to become a member.* Besides the literary work, they give to students a training in self-control and in the power to influence others which the regular work of the College cannot give.

The Board of Directors prohibits any other secret organizations.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

Among the most potent forces in any college community are those which the students themselves initiate, and it is significant that there is among students a movement, nation-wide, which unites their efforts in

the name of Christianity. Among the women students it is known as the Young Women's Christian Association.

The aim of the Association in the North Carolina College for Women is to make a better Christian of every student who bears the name, to make the Christian life comprehensible and compellingly attractive to those students who have not yet found their way into it, and to make the community life of the College truly Christian.

In 1911, this Association became a part of the National Young Women's Christian Association whose aim is: to unite in one body all like associations of the United States; to establish, develop, and unify such associations; to participate in the work of the World's Association; to advance the physical, social, intellectual, moral, and spiritual interests of young women.

The Christian leaders in the world are generally college men and women. The student association gives a certain preliminary training to those who are the leaders in church or college work, in society, in philanthropy, and in association work itself.

The Devotional Committee plans for midweek services conducted by the students themselves, and Sunday evening vesper services led by resident pastors or members of the faculty.

Other committees arrange for courses in mission and Bible study. Any student or teacher in the College, or any woman connected with the College, may be elected an associate member of the Association. Any woman who is a member of an evangelical church

is eligible to active membership. To fail to become an active or associate member of such an organization is, we feel sure, to make a mistake.

A copy of the *Students' Handbook*, a publication issued by the Association and containing much valuable information for every student of the College, is furnished upon request.

MUSICAL ORGANIZATIONS

Matter descriptive of the several musical organizations of the College will be found under the heading, Music Department.

STUDENT ORGANIZATION PAYDAYS

The several student organizations of the College have agreed upon a day to be set apart for the payment of all fees. For former students, the payday is September 28; for new students, November 16. The fees are:

Adelphian, Cornelian and Dikean Literary Societies	.\$2.50
Athletic Association .....	.25
Class Organizations (as agreed upon).	
Student Government Association .....	.50

COLLEGE PUBLICATIONS

BULLETINS

In an effort to extend its field of usefulness, the College issues quarterly a Bulletin for free distribution among the citizens of North Carolina. These bulletins represent the best thought of its faculty on subjects of vital interest to the home and school. Avail-

able numbers of former issues may be had upon application to the President.

ALUMNAE NEWS

The *Alumnae News*, published quarterly, is the official organ of the Alumnae Association of the North Carolina College for Women. It is designed to serve as a bond of union and a medium of communication between the alumnae. Departments containing college notes, communications from graduates and former students, and news-matter of interest to all friends of the College are included in each issue.

THE COLLEGE MAGAZINE

The College Magazine is published every month from October to June, by a Board of Editors elected from the Adelpian, Cornelian and Dikean Literary Societies. The matter contained in it is not of purely local interest. Timely articles on current educational questions, with material relating to the past history of the State, form a considerable portion of its contents. The subscription price is one dollar a year, payable in advance.

TEACHER'S REGISTRY

A registry of the names of students and graduates who desire to teach is kept at the College. The alumnae who are interested in it are requested to keep the authorities informed of changes in their address. The President will be pleased to correspond with any who desire teachers.

ALUMNÆ ASSOCIATION

Annual meeting for the election of officers in the Students' Building during Commencement week.

The North Carolina College for Women Alumnae Association was organized in 1893, and incorporated by Act of the General Assembly of North Carolina, March 8, 1909.

The objects of the Association, as set forth in Section 3 of the Act incorporating it, are:

To encourage, foster, and promote education in the State of North Carolina; to aid and assist the North Carolina College for Women, by donations or otherwise; and to aid and assist, by loans or donations, or both, worthy young women of the State to obtain an education at the said College, and for such purpose to receive, hold, invest, manage, and disburse any fund or funds which may come into its possession.

Membership in the Association is limited to present or former members of the Faculty, to former students, and students who are members of the graduating class at the time of the annual meeting. The Association's Loan Funds are described elsewhere in this catalogue. Consult index, "Loan Funds."

The *Alumnae News*, published quarterly, is the official organ of the Association.

OFFICERS, 1918-1919

President, Florence Pannill, Greensboro, N. C.

Vice-President, Eleanor Watson, Salisbury, N. C.

Secretary-Treasurer, Laura H. Coit, Greensboro, N. C.

HISTORICAL MUSEUM

The Department of History is collecting material for an Historical Museum, or Hall of History. Through the co-operation of Col. F. A. Olds, of the Hall of History, Raleigh, N. C., a good start was made in this work. Colonel Olds presented to the Museum several hundred valuable and interesting articles. Since that time the students of the College and others have contributed liberally to the collection, so that there are now more than five hundred relics. Glass cases are provided and articles are carefully protected.

The collection contains valuable Indian relics, an especially valuable collection of Colonial currency, Confederate money, objects illustrating the manners and customs of the people, rare pictures and books, pamphlets, old newspapers, war relics, etc., etc. It is the intention to make a specialty of articles illustrating the life and work of the women of North Carolina. Persons who will give or lend articles to the Museum will confer a favor by addressing W. C. Jackson, of the Department of History.

LIST OF STUDENTS, 1918-1919

FRESHMAN CLASS

Aderholt, Arminta— <i>Arts</i>	Lexington
Albright, Elizabeth— <i>Arts</i>	Spencer
Albright, Lois— <i>Arts</i>	Burlington
Alexander, Corine— <i>Arts</i>	Stony Point
Allison, Ruth— <i>Arts</i>	Webster
Andrews, Lila Dwight— <i>Arts</i>	Chapel Hill
Angel, Mattie— <i>Music</i>	Franklin
Ashby, Lucretia— <i>Science</i>	Mt. Airy
Atkisson, Eugenia— <i>Science</i>	Greensboro
Barnes, Muriel— <i>Science</i>	Greensboro, Denim
Barwick, Rachel— <i>Science</i>	Grifton
Basden, Ruth— <i>Arts</i>	Richlands
Bass, Tempe— <i>Arts</i>	Henderson
Batchelor, Carey— <i>Arts</i>	Warrenton
Batterham, Edith— <i>Arts</i>	Asheville
Batterham, Elizabeth— <i>Arts</i>	Asheville
Baxley, Jessie— <i>Arts</i>	Gibson
Beatty, Janie Robena— <i>Arts</i>	Ivanhoe
Belk, Lillian— <i>Arts</i>	Union Mills
Bell, Eldah— <i>Arts</i>	Pilot Mountain
Bell, Lila— <i>Arts</i>	Graham
Belton, Jessie— <i>Arts</i>	Mt. Airy
Bender, Mary Louise— <i>Music</i>	Jacksonville
Biggs, Addie— <i>Arts</i>	Red Springs
Black, Elizabeth— <i>Arts</i>	Concord
Bonitz, Marie— <i>Science</i>	Wilmington
Boyd, Grace— <i>Arts</i>	Townsville
Boyte, Hazel— <i>Arts</i>	Monroe
Bradley, Martha— <i>Science</i>	Gastonia
Brawley, Clara— <i>Arts</i>	Gastonia
Brite, Mattie— <i>Arts</i>	Elizabeth City, R. 5
Britt, Maude— <i>Arts</i>	Chadbourn
Broadwell, Eunice— <i>Arts</i>	Angier
Brock, Hildegard— <i>Music</i>	Trenton
Brock, Olivia— <i>Arts</i>	Richlands
Brogden, Mildred— <i>Arts</i>	Calypso
Brooks, Frances— <i>Music</i>	Haw River
Brown, Evangeline— <i>Music</i>	Greensboro

Brown, Sadie Belle— <i>Arts</i>	Tarboro
Bulla, Mary Wade— <i>Arts</i>	Asheboro
Burch, Mildred— <i>Arts</i>	Greensboro
Burnham, Mattie— <i>Arts</i>	South Mills
Bynum, Ethel— <i>Arts</i>	Farmville
Caldwell, Collina Marie— <i>Science</i>	Hamlet
Calvert, Elizabeth— <i>Arts</i>	Raleigh
Campbell, Willie— <i>Arts</i>	Davidson
Cannady, Agnes— <i>Music</i>	Oxford
Cannady, Sarah— <i>Science</i>	Oxford
Carpenter, Mabel— <i>Science</i>	Durham, R. 4
Carter, Ruth— <i>Science</i>	Henderson
Chadwick, Carrie— <i>Arts</i>	Gloucester
Chandley, Olive— <i>Music</i>	Greensboro
Cheatham, Carrie— <i>Arts</i>	Henderson
Clark, Josephine— <i>Arts</i>	Candor
Clark, Jennie Mann— <i>Arts</i>	Middletown
Coble, Stella— <i>Music</i>	Climax
Collins, Lois— <i>Arts</i>	Waxhaw
Coltrane, Berta— <i>Arts</i>	High Point, R. 5
Cozart, Helen— <i>Arts</i>	Oxford, R. 3
Creasy, Helen Dunn— <i>Arts</i>	Wilmington
Criddlebaugh, Charlie— <i>Music</i>	High Point
Cross, Cathryn— <i>Arts</i>	Gatesville
Crowell, Sarah— <i>Science</i>	Acton
Crutchfield, Alma— <i>Music</i>	Reidsville
Cunningham, Edith— <i>Science</i>	Franklin
Daughety, Charlotte— <i>Science</i>	Kinston
Davenport, Esther— <i>Science</i>	Mt. Holly
Davenport, Florine— <i>Arts</i>	Columbia
Davenport, Marie— <i>Music</i>	Pineville
Davis, Lillian— <i>Science</i>	Charlotte, R. 3
Dellinger, Agnes— <i>Arts</i>	Lincolnton
Dobbins, Annie Pearl— <i>Arts</i>	Yadkinville
Donnell, Fannie Sue— <i>Arts</i>	Greensboro
Doub, Ola— <i>Arts</i>	Tobaccoville
Dunlap, Clara— <i>Arts</i>	Norwood
Earle, Alva— <i>Arts</i>	Salisbury
English, Christine— <i>Arts</i>	Mt. Olive
Ervin, Sue— <i>Arts</i>	Richlands
Eskridge, Helen— <i>Arts</i>	Shelby
Eure, Mabel— <i>Arts</i>	Wilmington
Exum, Frances— <i>Arts</i>	Rocky Mount
Ferrell, Gertrude— <i>Arts</i>	Bailey
Fields, May— <i>Arts</i>	Pleasant Garden
Finch, Gussie— <i>Science</i>	Kittrell

Finklestein, Della— <i>Arts</i>	Goldsboro
Fleetwood, Hannah Mae— <i>Arts</i>	Hertford
Forney, Grace— <i>Arts</i>	Greensboro
Fortesque, Mona— <i>Arts</i>	Belhaven
Foster, Grace— <i>Arts</i>	Selma
Foster, Isabel— <i>Arts</i>	Salisbury
Foust, Elizabeth— <i>Music</i>	Greensboro
Fox, Gertrude— <i>Science</i>	Hickory
Franck, Janie— <i>Music</i>	Richlands
Fulk, Fannie— <i>Music</i>	Pilot Mountain
Fulk, Myrtle— <i>Music</i>	Pilot Mountain
Fulton, Annie C.— <i>Arts</i>	Walnut Cove
Funderburke, Kate— <i>Arts</i>	Monroe
Garlick, Edna— <i>Arts</i>	Henderson
George, Lily Mae— <i>Music</i>	Mt. Airy
Gibson, Thelma— <i>Arts</i>	Laurinburg
Gill, Julia B.— <i>Science</i>	Henderson, R. 4
Goforth, Emeline— <i>Science</i>	Lenoir
Goforth, Thelma— <i>Science</i>	Nealsville
Gold, Blanche— <i>Music</i>	Shelby, R. 5
Goodwin, Miriam— <i>Arts</i>	Morganton
Goodwin, Rachel— <i>Arts</i>	Statesville
Graham, Amabel— <i>Arts</i>	Godwin
Graham, Ethel— <i>Arts</i>	Godwin
Gray, Auba— <i>Science</i>	Elkin
Griffin, Mary— <i>Music</i>	Shelby
Grose, Rachel— <i>Music</i>	Loray
Grubb, Eula— <i>Arts</i>	Linwood
Harper, Lila May— <i>Arts</i>	Vienland
Harrison, Ethel— <i>Arts</i>	Canton
Hauser, Lillian— <i>Music</i>	Pfafftown
Hawkins, Thelma— <i>Science</i>	Dover
Heafner, Connie— <i>Arts</i>	Crouse
Heinsberger, Margaret— <i>Arts</i>	Wilmington
Henderson, Agnes— <i>Science</i>	Warrenton
Herring, Mary E.— <i>Arts</i>	Clinton
Herring, Mary V.— <i>Arts</i>	Mt. Airy
Hicks, Malissa— <i>Arts</i>	Wise
Higgins, Ruth— <i>Science</i>	Caroleen
Hockaday, Mary— <i>Arts</i>	Lillington
Hodges, Marion— <i>Arts</i>	Dover
Hodgin, Ruby— <i>Science</i>	Greensboro
Holloman, Cleo— <i>Science</i>	Cary
Holloman, Huldah— <i>Arts</i>	Rich Square
Holloway, Margaret— <i>Arts</i>	Raleigh
Holton, Elizabeth— <i>Arts</i>	Winston-Salem

Hooks, Bettie— <i>Music</i>	Fremont
Howard, Laura— <i>Science</i>	Morganton
Hughes, Pearl— <i>Arts</i>	Elizabeth City
Humphrey, Kathryn P.— <i>Arts</i>	Red Springs
Humphrey, Lelia Margie— <i>Arts</i>	Red Springs
Hunt, Lucille— <i>Music</i>	Oxford
Hunt, Mozelle— <i>Arts</i>	Casar
Hunt, Satie— <i>Music</i>	King's Creek
Hunter, Lucy— <i>Science</i>	Turkey
Hunter, Zelian— <i>Arts</i>	Greensboro
Inge, Virginia— <i>Arts</i>	Weldon
Ivey, Hannah— <i>Science</i>	Cary
Jefferson, Nellie— <i>Science</i>	Greensboro
Jennings, Eula— <i>Science</i>	Elizabeth City
John, Mary— <i>Arts</i>	Laurinburg
Johnson, Ethel— <i>Arts</i>	Clayton
Johnston, Addie Louise— <i>Arts</i>	Mebane
Jones, Agnes— <i>Music</i>	Greensboro
Jones, Elizabeth— <i>Arts</i>	Charlotte
Jones, Matilda— <i>Music</i>	Fremont
Jones, Mildred— <i>Arts</i>	Beaufort
Kearns, Ethel— <i>Arts</i>	Farmer
Keech, Vera— <i>Arts</i>	Tarboro
Kendrick, Linnie— <i>Arts</i>	Cherryville
King, Rena— <i>Arts</i>	Princeton, R. 3
Kittrell, Mary Ellen— <i>Arts</i>	Farmville
Knight, Quinton— <i>Arts</i>	Aulander
Kohn, Ruth— <i>Science</i>	Mt. Holly
Koonce, Lila Ward— <i>Arts</i>	Wilmington
Koonts, Luella— <i>Science</i>	Cooleemee
Kornegay, Henrietta— <i>Music</i>	Mt. Olive
Kurfees, Irma— <i>Music</i>	Germantown
Lane, Margaret— <i>Science</i>	Auburn
Leach, Helen— <i>Science</i>	Franklin
Leary, Kathleen— <i>Arts</i>	Merry Hill
Lehew, Eva May— <i>Arts</i>	Southport
Leonard, Lena— <i>Arts</i>	Lexington, R. 1
Lewis, Amy— <i>Arts</i>	Walnut Cove
Liles, Mary K.— <i>Arts</i>	Morven
Lineberger, Marie— <i>Arts</i>	Lincolnton
Little, Lou— <i>Arts</i>	Denver
Loetsch, Louise— <i>Music</i>	Washington, D. C.
Loflin, Donna Lee— <i>Music</i>	Asheboro
Long, Carral— <i>Arts</i>	Caroleen
Long, Lillian— <i>Arts</i>	Derita
Longmire, Iris— <i>Arts</i>	Creedmoor

Lowe, Mary Ella— <i>Science</i>	Stanley
Lucas, Pauline— <i>Arts</i>	Plymouth
McArn, May— <i>Arts</i>	Laurinburg
McClain, Rebekah— <i>Science</i>	Rutherfordton
McConnell, Pauline— <i>Arts</i>	Derita
McCorkle, Charles— <i>Science</i>	Newton
McCracken, Beatrice— <i>Arts</i>	Fairview
McDonald, Mary— <i>Arts</i>	Candor
McDowell, Joscelyn— <i>Arts</i>	Waynesville
Markham, Sadie— <i>Music</i>	Godwin
Marsh, Ellen— <i>Arts</i>	Salisbury
Marsh, Rebekah— <i>Music</i>	Salisbury
Marston, Emma— <i>Arts</i>	Henderson
Mason, Lucile— <i>Arts</i>	Aberdeen
Matthews, Mary— <i>Arts</i>	Asheville
Mauney, Marie M.— <i>Music</i>	Shelby, R. 3
Mebane, Margaret— <i>Arts</i>	Newton
Mercer, Carolyn— <i>Music</i>	Thomasville
Mercer, Ethel— <i>Arts</i>	Asheville
Miller, Mabel— <i>Arts</i>	Call
Mills, Eva— <i>Arts</i>	Tabor
Millsaps, Katherine— <i>Science</i>	Statesville
Mitchell, Alma— <i>Science</i>	Wake Forest
Mitchell, Kate— <i>Arts</i>	Mt. Airy
Mizelle, Hazel— <i>Arts</i>	Robersonville
Moore, Eliza— <i>Music</i>	Warsaw
Morris, Flora— <i>Arts</i>	Union Mills
Moseley, Kathleen— <i>Science</i>	Kinston
Murchison, Louise— <i>Science</i>	Winston-Salem
Nelson, Clarice— <i>Arts</i>	Pilot Mountain
Newton, Lenna— <i>Arts</i>	Shelby
Noble, Frances— <i>Arts</i>	Ayden
Outland, Ruth— <i>Arts</i>	Woodland
Parker, Foy— <i>Arts</i>	Seaboard
Parkin, Lucy— <i>Science</i>	Beaufort
Pearson, Theresa— <i>Arts</i>	Fairmont
Perkins, Irene— <i>Science</i>	Greensboro
Perry, Annie Jones— <i>Arts</i>	Franklinton
Plonk, Elizabeth— <i>Arts</i>	King's Mountain
Poole, Sarah— <i>Science</i>	Greensboro
Postles, Virginia— <i>Arts</i>	Washington, D. C.
Price, Branson— <i>Arts</i>	Madison
Price, Mildred— <i>Arts</i>	Madison
Pritchard, Bessie— <i>Science</i>	Aulander
Rankin, Carolina— <i>Arts</i>	Greensboro, R. 4
Ray, Stella— <i>Arts</i>	Candler

Ray, Zue— <i>Music</i>	Franklin
Rector, Anna— <i>Arts</i>	Mt. Airy
Reid, Mary— <i>Arts</i>	Charlotte
Rendleman, Grace Aaron— <i>Music</i>	Salisbury
Rice, Grace— <i>Science</i>	Black Creek
Roan, Abigail— <i>Arts</i>	Winston-Salem
Robinson, Lizzie— <i>Arts</i>	Clinton
Rogers, Hazel— <i>Science</i>	Franklin
Roland, Laura Jo— <i>Arts</i>	Burnsville
Rose, Jessie— <i>Science</i>	Wallace
Ross, Warnie— <i>Arts</i>	Ayden
Rosser, Elva— <i>Science</i>	Jonesboro
Rowlett, Margaret— <i>Arts</i>	Gastonia
Royster, Lucy— <i>Science</i>	Dabney
Rudisill, Joyce— <i>Science</i>	Crouse
Rutledge, Sallie— <i>Arts</i>	Yadkinville
Scott, Blanche— <i>Science</i>	Concord
Scott, Dolly— <i>Science</i>	Lucama, R. 3
Scott, Louise— <i>Arts</i>	Raleigh
Secrest, Isabel— <i>Arts</i>	Monroe
Shipley, Anna Mae— <i>Arts</i>	Valle Crucis
Shore, Evelyn— <i>Arts</i>	Rocky Mount
Shull, Wilhelmina— <i>Science</i>	Valle Crucis
Simpson, Kate— <i>Science</i>	Matthews
Simpson, Sudie— <i>Arts</i>	Grandy
Sims, Gladys— <i>Music</i>	Shelby
Sinclair, Alma— <i>Arts</i>	Rockingham
Singleton, Frances— <i>Arts</i>	Mebane
Sink, Eva Lee— <i>Arts</i>	Thomasville, R. 1
Sink, Ila— <i>Arts</i>	Lexington
Sloan, Carolyn— <i>Arts</i>	Franklin
Smith, Gladys G.— <i>Arts</i>	Columbus
Smith, Irene— <i>Arts</i>	Reidsville
Smith, Sarah K.— <i>Arts</i>	Laurinburg
Smoot, Annis— <i>Arts</i>	Concord
Smoot, Virginia— <i>Arts</i>	Concord
Southerland, Julia— <i>Arts</i>	Goldsboro
Stafford, Hazel— <i>Music</i>	South Mills
Stallings, Mary Ray— <i>Arts</i>	Louisburg
Stamper, Mabel— <i>Arts</i>	Mt. Pleasant
Stanford, Elizabeth— <i>Arts</i>	Teer
Stone, Pauline— <i>Arts</i>	Denton
Stout, Agnes— <i>Arts</i>	Burlington
Strudwick, Roberta— <i>Arts</i>	Greensboro
Sugg, Lucile— <i>Arts</i>	Kinston
Summers, Frances— <i>Science</i>	Greensboro, R. 5

Taylor, Mary Lizzie— <i>Arts</i>	Valle Crucis
Taylor, Pearl— <i>Music</i>	N. Wilkesboro
Teachey, Ruth— <i>Arts</i>	Reidsville
Thomas, Sanford— <i>Arts</i>	Greensboro
Thompson, Alberta— <i>Music</i>	Graham
Thompson, Nell— <i>Arts</i>	Graham
Thompson, Ora Lee— <i>Arts</i>	Stantonsburg
Thorne, Sallie— <i>Music</i>	Rocky Mount
Till, Florence— <i>Arts</i>	Tampa, Fla.
Tilley, Mary A'Lillian— <i>Arts</i>	Granite Falls
Tilley, Pearl— <i>Arts</i>	Granite Falls
Tinsley, Virginia— <i>Science</i>	Stoneville
Tomlinson, Sallie— <i>Music</i>	Lucama
Tucker, Sallie— <i>Arts</i>	Winterville
Umstead, Gladys— <i>Science</i>	Rougemont
Underwood, Jinsie— <i>Arts</i>	Waynesville
Wallace, Fleta— <i>Science</i>	Star
Wallace, Hester— <i>Science</i>	Star
Warriner, Williamette— <i>Arts</i>	Ruffin
Watts, Rosa Lee— <i>Music</i>	Taylorsville
Weaver, Josephine— <i>Arts</i>	Lexington
Wellons, Nellie B.— <i>Arts</i>	Smithfield
White, Foda— <i>Arts</i>	Olin
White, Lizzie— <i>Arts</i>	Norlina
Whitesides, Bertie Lee— <i>Science</i>	Gastonia
Whittington, Minnie Mae— <i>Arts</i>	Snow Hill
Wilkerson, Jessie— <i>Music</i>	Roxboro
Williams, Helen— <i>Arts</i>	Asheville
Womble, Alberta— <i>Arts</i>	Raleigh
Worsley, Hazel— <i>Music</i>	Rocky Mount
Worthington, Dolly— <i>Arts</i>	Winterville
Wright, Marion Louise— <i>Arts</i>	Washington, D. C.
Yarborough, Ada— <i>Science</i>	Cary
Yoder, Katherine— <i>Arts</i>	Linville City
Yokeley, Rosa— <i>Science</i>	Winston-Salem
York, Mary— <i>Science</i>	High Point

SOPHOMORE CLASS

Alderman, Mary— <i>Science</i>	Greensboro
Anderson, Daisy— <i>Arts</i>	Mars Hill
Barrington, Mildred— <i>Arts</i>	Raleigh, R. 2
Benson, Annie Bernard— <i>Arts</i>	Monroe
Black, Frances— <i>Arts</i>	Norfolk, Va.
Blackwell, Mary— <i>Arts</i>	Waynesville
Blair, Mary H.— <i>Arts</i>	Salisbury

Blount, Dorothy— <i>Arts</i>	Washington
Bordeaux, Viva— <i>Arts</i>	Ivanhoe
Boyte, Ethel— <i>Arts</i>	Monroe
Braswell, Virginia— <i>Arts</i>	Whitakers
Bridges, Annie— <i>Arts</i>	Forest City
Burnsides, Lottie— <i>Arts</i>	Candler
Burton, Carrie— <i>Arts</i>	Ruffin
Butler, Rena— <i>Arts</i>	Hoffman
Campbell, Annie— <i>Arts</i>	Hamer, S. C.
Clarke, Carolyn— <i>Arts</i>	Middletown
Cummings, Annie— <i>Arts</i>	Reidsville, R. 2
Daniel, Marion— <i>Music</i>	Weldon
Davis, Virginia— <i>Arts</i>	Greensboro
Evans, Edna— <i>Science</i>	Manteo
Farmer, Lydia— <i>Arts</i>	Wilson
Foster, Flossie— <i>Arts</i>	Salisbury
Fox, Elizabeth— <i>Arts</i>	Henderson
Fox, Hattie— <i>Arts</i>	Hickory
Frazier, Grace— <i>Arts</i>	Asheboro
Glass, Essie— <i>Arts</i>	Morganton
Green, Pauline— <i>Arts</i>	Northside
Grigg, Blanche— <i>Arts</i>	Gastonia
Harrelson, Pantha V.— <i>Arts</i>	Cherryville
Harry, Nelle— <i>Arts</i>	Harrisburg
Haynes, Mary— <i>Arts</i>	Mt. Airy
Heilig, A. P.— <i>Arts</i>	Norwood
Hicks, Alleine— <i>Arts</i>	Oxford
Hodges, Evelyn— <i>Arts</i>	Greenville
Huntley, Kathleen— <i>Music</i>	Wadesboro
Jackson, Mary— <i>Arts</i>	Greensboro
Jones, Jimmy— <i>Arts</i>	Laurinburg
Jones, Margaret— <i>Arts</i>	Oxford, R. 1
Jordan, Wilie Lou— <i>Arts</i>	Hendersonville
Kanipe, Millie— <i>Arts</i>	Old Fort
Kernodle, Lena— <i>Arts</i>	Washington, D. C.
Kinard, Marie— <i>Arts</i>	Salisbury
Klutz, Janie— <i>Arts</i>	Concord
Koontz, Juanita— <i>Arts</i>	Salisbury
Laidlaw, Edith— <i>Arts</i>	Marion
Lambe, Annie— <i>Arts</i>	Siler City
LeRoy, Lucile— <i>Arts</i>	Elizabeth City
Lineberger, Ruth— <i>Arts</i>	Gastonia, R. 3
McAdams, Eunice— <i>Arts</i>	Salisbury
McCracken, Elizabeth— <i>Arts</i>	Fairview

McDowell, Isabel— <i>Arts</i>	Waynesville
McIver, Lula Martin— <i>Arts</i>	Greensboro
McLean, Elizabeth— <i>Arts</i>	Raeford
Mendenhall, Mildred— <i>Arts</i>	Morehead City
Moseley, Hortense— <i>Arts</i>	Kinston
Moyle, Sadie— <i>Arts</i>	Salisbury
Newman, Gladys— <i>Music</i>	Clinton
Nixon, Mary Louise— <i>Arts</i>	Hertford
Parker, Reid— <i>Arts</i>	Falkland
Paschal, Vera— <i>Science</i>	Siler City
Pierce, Maude— <i>Arts</i>	Hallsboro
Plott, Blanche— <i>Arts</i>	St. Pauls
Pruden, Lina— <i>Arts</i>	Edenton
Rankin, Lula— <i>Arts</i>	Gastonia
Rhyne, Alena— <i>Science</i>	Dallas
Rodwell, Minnie— <i>Music</i>	Macon
Ross, Carrie Belle— <i>Arts</i>	Ayden
Saunders, Aline— <i>Arts</i>	Wilmington
Siceloff, Bess— <i>Arts</i>	High Point
Smith, Nannie Mae— <i>Science</i>	Winston-Salem, R. 1
Smith, Winnie— <i>Arts</i>	Mocksville
Somers, Sadie— <i>Arts</i>	Stoney Point
Soper, Macy— <i>Arts</i>	Clyde
Speas, Mamie— <i>Science</i>	Winston-Salem, R. 7
Stearns, Mary— <i>Arts</i>	Statesville
Tilley, Nannie Mae— <i>Arts</i>	Bahama
Vick, Ruth— <i>Arts</i>	Seaboard
Vickery, Lucy— <i>Music</i>	Jamestown
Ward, Vera— <i>Arts</i>	Lake Junaluska
Wells, Gladys— <i>Arts</i>	Clinton
West, Julia— <i>Arts</i>	Kinston, R. 6
Whitley, Gladys— <i>Music</i>	Washington
Williams, Annie Belle— <i>Arts</i>	Sanford
Williams, Dorothy— <i>Arts</i>	Reidsville
Williamson, Georgie— <i>Science</i>	Parkton
Willis, Kathryn— <i>Arts</i>	Weaverville
Wilson, Evelyn— <i>Arts</i>	Dover
Wilson, Margaret— <i>Arts</i>	Wilson's Mills
Winslow, Ruth— <i>Arts</i>	Elizabeth City
Wooten, Lillian D.— <i>Arts</i>	Goldsboro
Wooten, Mary D.— <i>Arts</i>	Goldsboro
Wright, Clyde— <i>Arts</i>	Ingold

JUNIOR CLASS

Abernethy, Mary W.— <i>Arts</i>	Reidsville
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Ardrey, Isabel— <i>Arts</i>	Charlotte
Askew, Helen— <i>Arts</i>	Ahoskie
Barrington, Sibyl— <i>Arts</i>	Raleigh, R. 2
Benton, Mary— <i>Science</i>	Monroe
Blankenship, Hessie— <i>Science</i>	Statesville
Boysworth, Mabel— <i>Arts</i>	Norwood
Causey, Josie— <i>Arts</i>	Liberty
Cherry, Julia— <i>Arts</i>	Rocky Mount
Clifford, Rachel— <i>Arts</i>	Dunn
Cobb, Catherine— <i>Science</i>	Norfolk, Va.
Coffey, Natalie— <i>Arts</i>	Raleigh
Davis, Elizabeth— <i>Arts</i>	Southport
Dowd, Lucile— <i>Arts</i>	Dunn
Felton, Elsilene— <i>Music</i>	Wilson
Fleming, Nellie— <i>Arts</i>	Boonville
Foust, Mary— <i>Arts</i>	Greensboro
Fulton, Mary— <i>Arts</i>	King's Mountain
Hayes, Rouss— <i>Arts</i>	Randleman
Haynes, Rachael— <i>Music</i>	Mt. Airy
Heilig, Ruth— <i>Arts</i>	Salisbury
Holden, Norma— <i>Science</i>	Rocky Mount
Holford, Mary— <i>Music</i>	Weldon
Holleman, Terrene— <i>Science</i>	Cary
Hopkins, Josephine— <i>Arts</i>	Brown Summit
Icard, Ethel— <i>Arts</i>	Lenoir
Jenkins, Marguerite— <i>Music</i>	Siler City
Jones, Cornelia— <i>Music</i>	Kenansville
Jordan, Pattie— <i>Arts</i>	Durham
Kendall, Marie— <i>Arts</i>	Shelby
Kesler, Juanita— <i>Arts</i>	Salisbury
Kincaid, Mary— <i>Arts</i>	Morganton
King, Katie— <i>Arts</i>	Mt. Olive
Lawrence, Margaret— <i>Arts</i>	Ayden
McLawhorn, LaRue— <i>Arts</i>	Winterville
McLean, Katherine— <i>Arts</i>	Gastonia
Martin, Fay— <i>Arts</i>	Greensboro
Medlock, Willie John— <i>Science</i>	Charlotte
Mendenhall, Marjorie— <i>Arts</i>	Greensboro
Miller, Florence— <i>Arts</i>	Statesville
Oliver, Rosa— <i>Arts</i>	Hurdle Mills, R. 3
Owens, Ida— <i>Arts</i>	Elizabeth City
Paris, Mary Bynum— <i>Arts</i>	Wilson
Pharr, Annie May— <i>Music</i>	Charlotte
Pruitt, Annie— <i>Arts</i>	Franklinton

Rankin, Jessie— <i>Arts</i>	Charlotte, R. 1
Richard, Marie— <i>Arts</i>	Salisbury
Sanders, Veritas— <i>Arts</i>	Wilmington
Sloan, Christine— <i>Arts</i>	Gastonia
Smith, Elizabeth H.— <i>Arts</i>	Mt. Airy
Smith, Minnie— <i>Music</i>	Pilot Mountain
Steele, Agnes— <i>Science</i>	Biltmore
Stephenson, Lutie— <i>Arts</i>	Gumberry
Stone, Myra— <i>Arts</i>	Greensboro
Strickler, Kathleen— <i>Arts</i>	Culpeper, Va., R. 2
Swindell, Elsie— <i>Science</i>	Belhaven
Tabor, Carrie— <i>Science</i>	Cherryville
Wade, Lela G.— <i>Arts</i>	Beaufort
Walker, Bessie May— <i>Arts</i>	Burlington
West, Hazel— <i>Arts</i>	Dover
Williams, Lena— <i>Music</i>	Linwood
Wilson, Hattie— <i>Arts</i>	Dunn
Wilson, Lois— <i>Science</i>	Dallas
Wilson, Pearl— <i>Arts</i>	Dunn
Wooten, Carrie Duffy— <i>Arts</i>	Kinston
Yarborough, Elsie— <i>Science</i>	Cary
Yates, Carson— <i>Music</i>	Monroe

SENIOR CLASS

Albright, Conley— <i>Arts</i>	Graham
Alexander, McBride— <i>Music</i>	Statesville
All, Sara Alva— <i>Music</i>	Allendale, S. C.
Andrews, Netus— <i>Arts</i>	Chapel Hill
Armstrong, Leontine— <i>Arts</i>	Creswell
Beaman, Christine— <i>Arts</i>	Stantonsburg
Bonney, Annie Laurie— <i>Science</i>	Charlotte
Boyd, Bessie— <i>Arts</i>	Waynesville
Bradley, Mary— <i>Arts</i>	Gastonia
Brawley, Marguerite— <i>Music</i>	Mooresville
Britt, Flora— <i>Arts</i>	Chadbourn
Burch, Helen— <i>Arts</i>	Greensboro
Campbell, Camille— <i>Science</i>	Salisbury
Campbell, Louise— <i>Arts</i>	Carthage
Cooke, Lucy Gay— <i>Arts</i>	Greensboro
Cornwell, Pearl— <i>Arts</i>	Shelby, R. 5
Craig, Marjorie— <i>Arts</i>	Leaksville
Crawford, Margaret— <i>Arts</i>	Greensboro
Credle, Mariotte— <i>Arts</i>	Swan Quarter
Criddlebaugh, Banks— <i>Arts</i>	High Point

Crisp, Lucy— <i>Music</i>	Falkland
Cushing, Rebecca— <i>Science</i>	Fletcher
Davis, Louise— <i>Arts</i>	Mt. Olive
Devine, Ezda— <i>Arts</i>	Julian
Duncan, Lena— <i>Arts</i>	Beaufort
Everett, Eoline— <i>Arts</i>	Plymouth
Forlaw, Lucy— <i>Arts</i>	Beaufort
Freeman, Mina— <i>Science</i>	Archdale
Gaston, Mary— <i>Arts</i>	Belmont
Gordner, Ida— <i>Arts</i>	Pollocksville
Grey, Mary P.— <i>Arts</i>	Davidson
Harris, Margaret— <i>Arts</i>	Elizabeth City
Harriss, Janet— <i>Arts</i>	Macon
Hathaway, Arnette— <i>Arts</i>	Hertford
Hayes, Margaret— <i>Arts</i>	Burlington
Heath, Carey— <i>Arts</i>	Harmony
Hedrick, Alma— <i>Arts</i>	Lexington
Hinton, Elizabeth— <i>Arts</i>	Elizabeth City
Hodges, Marie— <i>Science</i>	Washington
Holton, Harriette— <i>Science</i>	Winston-Salem
Hooks, Laurinda— <i>Music</i>	Goldsboro
Hoskins, Bessie— <i>Arts</i>	Edenton
Howell, Mary— <i>Music</i>	Tarboro
Johnson, Mary D.— <i>Arts</i>	Winston-Salem
Jones, Connor— <i>Arts</i>	Pink Hill
Keel, Fannie Mit— <i>Arts</i>	Robersonville
Lathrop, Mary— <i>Arts</i>	Wilmington
Leeper, Mamie— <i>Arts</i>	Belmont
Loftin, Hildah— <i>Science</i>	Mt. Olive
Mebane, Ione— <i>Arts</i>	Newton
Mitchell, Belle— <i>Arts</i>	Wake Forest
Overton, Amy— <i>Arts</i>	Columbia
Parham, Macy— <i>Arts</i>	Gastonia
Pearson, Millie— <i>Arts</i>	Bailey
Philips, Katherine— <i>Music</i>	Rocky Mount
Poteat, Mary— <i>Arts</i>	Marion
Price, Gladys— <i>Arts</i>	Unionville
Reid, Aline— <i>Arts</i>	Gastonia
Rightsell, Alma— <i>Arts</i>	Greensboro
Russell, Edith— <i>Arts</i>	Raleigh
Saunders, Carrie— <i>Arts</i>	Troy
Shipley, Evelyn— <i>Music</i>	Winston-Salem
Sisk, Ruby— <i>Arts</i>	Franklin
Speas, Martha— <i>Science</i>	Cana

Stacey, Bessie— <i>Arts</i>	Ruffin
Stafford, Annie Lee— <i>Arts</i>	Kernersville
Stout, Ethel— <i>Science</i>	Julian
Symmes, Rebecca— <i>Arts</i>	Wilmington
Thames, Elizabeth— <i>Arts</i>	Washington, D. C.
Thorp, Mildred— <i>Arts</i>	Rocky Mount
Tucker, Veva— <i>Music</i>	Winterville
Van Noppen, Adelaide— <i>Arts</i>	Greensboro
Vaughn, Frances— <i>Arts</i>	Fayetteville
Walsh, Virginia— <i>Arts</i>	Wilmington
Wilhelm, Blanche— <i>Arts</i>	East Bend
Williams, Agnes— <i>Science</i>	Reidsville
Williams, Theresa— <i>Arts</i>	Wilson
Wilson, Katherine— <i>Arts</i>	Jackson Springs
Winder, Clarence— <i>Arts</i>	Elizabeth City
Winslow, Alma— <i>Arts</i>	Elizabeth City
Wooten, Mary W.— <i>Music</i>	Tarboro
Yarborough, Nancy— <i>Arts</i>	Charlotte

COMMERCIAL CLASS

Adams, Alice	Asheville
Aderholt, Ethel	Gastonia
All, Gladys	Allendale, S. C.
Andrews, Helen	Chapel Hill
Andrews, Nellie	Chapel Hill
Avent, Vivian	Jonesboro
Barnes, Louise	Greensboro
Barnes, Margaret	Jonesboro
Battle, Westray	Dunn
Beavers, Josie	Siler City
Benson, Maude	Benson
Biggs, Lillian	Rockingham
Blackwood, Mamie	Elkin
Blagg, Louise	Burlington
Blevins, Annie	Thomasville
Bonner, Dora F.	Washington
Bostian, Mildred	Albemarle
Brady, Elizabeth	Greensboro
Bringle, Louise	East Spencer
Burch, Cordie	Sylva
Burus, Emma	Fairfield
Caffey, Beatrice	Greensboro
Caffey, Pansie	Greensboro
Carey, Loretta	Greensboro
Cates, Lula	Burlington

Cherry, Mildred	Rocky Mount
Chisholm, Ira	Sanford
Coates, Eva	Smithfield
Cohen, Mollie	Goldsboro
Cohen, Willie H. Green	Weldon
Collett, Flora	Salisbury
Colvard, Ruth	North Wilkesboro
Conner, Lillian	Rich Square
Conrad, Cornelia	Lexington
Cooper, Vertie	Siler City
Cotter, Elizabeth	Smithfield
Craig, Allie	Clinton
Crossett, Miriam	Midland, Texas
Currie, Helen	Rockingham
Dalrymple, Flora	Jonesboro
Deal, Lottie	Granite Falls
Dees, Candace	Grantsboro
Dickinson, Gertrude	Charlotte
Dixon, May	Greensboro
Dodson, Lois	Greensboro
Dorrity, Elizabeth	Goldsboro
Dorton, Margaret	Spencer
East, Edna	Greensboro
Edwards, Clarice	Henderson, R. 4
Edwards, Hazel	Edenton
Farrell, Annie Laurie	Graham
Ferebee, Elizabeth	Stonewall
Fieldhouse, Ruth	Greensboro
Finch, Mattie M.	Bailey
Flynn, Alice	Farmville
Foust, Viola	High Point
Fulton, Margaret	Mt. Airy
Garrison, Lena	Belmont
Gaston, Mary E.	Lowell
Gavin, Margaret	Kenansville
Gibson, Lois	Rockingham
Glenn, Sankie	Pittsboro
Glover, Mary J.	Salisbury
Goldstein, Celia	Greensboro
Gordon, Alice	Pilot Mountain
Gordon, Mary	Pilot Mountain
Gorman, Kathryn	Salisbury
Graeber, Florence	Concord
Green, Hattie	Robersonville
Griffin, Lescelles	Elizabeth City
Harrington, Thelma	Jonesboro

Hatch, Madeline	Burlington
Hatchett, Sallie	Roxboro
Hayes, Ella	Blowing Rock
Hendren, Adeline	Wilkesboro
Hodges, Esther	Washington
Holden, Paulene	Guilford College, R. 2
Holloway, Gladys	Morganton
Hooks, Beulah	Fremont
Hope, Esther	Rockingham
Hudson, Louise	New Bern
Hunt, Mabel	Lexington
Irvin, Mary Sue	Salisbury
Jacobs, Hannah	Greensboro
Jefferson, Virginia	Greensboro
Jones, Katherine Darnell	Elizabeth City
Jones, Mamie	Greensboro
Jones, Mary E.	Southern Pines
Jones, Nannie	Greensboro
Kearns, Luna	Farmer
Keiger, Blanche	Tobaccoville
Keith, Blanche	Greensboro
Kelly, Susie	Sanford
Kerr, Elizabeth	Clinton
Landon, Catherine	N. Wilkesboro
Lassiter, Martha	Wagram
Lawrence, Nancy	Ayden
Leggett, Ellen	Tarboro
Leonard, Inez	Lexington
LeRoy, Marguerite	Elizabeth City
Little, Ruby	Marshville
Long, Annie Ben	Graham
Long, Nannie May	Elizabeth City
Lyda, Carrie	Hendersonville
Lyda, Ollie	Asheville
Lyon, Helen	West Durham
Lyon, Marcellite	Raleigh
McCurry, Katherine	Greensboro
McDowell, Dorothy	Greensboro
McKenzie, Ellen	Salisbury
McNeill, Louise	Stuart, Va.
Marsh, Lucile	Monroe
Marshburn, Alice	Guilford
Martin, Janie	Danbury
Massey, Beryl	Durham, R. 3
Matthews, Marjorie	Jonesboro

Miller, Elga	Lexington
Miller, Eunice	Concord
Miller, Maude	Raleigh
Moffitt, Vaughn	Greensboro
Monroe, Magdelene	Greensboro
Moore, Annie Watson	Graham
Moore, Elsie	Concord
Morrison, Mary	Greensboro
Motsinger, Mattie	Boonville
Muns, Florence	Smithfield
Murray, Mary D.	Greensboro
Neal, Naomi	Mullins, S. C.
Newberry, Lucy	Morehead City
Norvell, Mary	Murphy
O'Neil, Pearl	Washington
Overstreet, Sue Bet	Enfield
Packard, Sallie Lou	Cliffside
Patterson, Mary Louise	Greensboro
Paris, Mozelle	Greensboro
Parnell, Margaret	Concord
Parish, Hilda	Smithfield
Peacock, Lila	Lexington
Perry, Pauline	Sanord
Perryman, Iola	High Point
Petree, Birdie Renn	Greensboro
Pickard, Mary Lena	Lexington
Pickard, Ruth	Greensboro
Porter, Emma	Rockingham
Porter, Helen	Rockingham
Puckett, Sadie	Smithfield
Radcliffe, Evelyn	Pantego
Ramsey, Lena	Salisbury
Ray, Mabel	Chapel Hill
Rice, Annie W.	Wilson
Rockett, Alverta	Conover
Rowland, Minnie Lee	Lumberton
Rudd, Frances	Pleasant Garden
Rutledge, Fay	Yadkinville
Scott, Dorothy	Elizabeth City
Sechler, Eva	Kannapolis
Shankle, Maude	Concord
Shaw, Ione	Lexington
Shuping, Muriel	Morganton
Sigmon, Mary Sue	Newton
Simpson, Lake	Gastonia
Sink, Daphne	Lexington

Skinner, Pauline	Elizabeth City
Smith, Ruby	Burlington
Snow, Maude	Elkin
Sorsby, Helen	Rocky Mount
Sparks, Virginia	Morganton
Spear, Olive	Kinston
Spruill, Patty	Oriental
Stewart, Minnie	Greensboro
Stone, Thelma	Dobson
Stowe, Lula	Belmont
Sugg, Glenn	Kinston
Sumner, Nannie	Salisbury
Tate, Velma	Lexington
Taylor, Elsie	Goldsboro
Tenney, Jane	Chapel Hill
Tenney, Marjorie	Chapel Hill
Thomas, Eva	Greensboro
Thornton, Leah	Greensboro
Todd, Lucile	Clayton
Turlington, Sarah	Benson
Underwood, Dixie	Roseboro
Wade, Carita	Morehead City
Warren, Helen	Burlington
Wells, Lucy	Sylva
White, Eva	Greensboro, R. 7
White, Melva Lee	East Spencer
White, Nancy	Asheboro
White, Nellie	Archdale
Wicker, Margaret	Sanford
Wilson, Maud	Greensboro
Wilson, Ruth	Greensboro
Witte, Maude	Mt. Airy
Woody, Cloyce	Pittsboro
Younger, Mildred	Roxboro

SPECIAL STUDENTS

Abernethy, Marguerite— <i>Irregular</i>	Charlotte
Adams, Thelma— <i>Education</i>	Winston-Salem
Banner, Mrs. C. W.— <i>Music</i>	Greensboro
Barrow, Elva E.— <i>Music</i>	Ferrum, Va.
Beneke, H. H.— <i>Irregular</i>	Greensboro
Boddie, Tempe C.— <i>Irregular</i>	Durham
Boddie, Viola— <i>Irregular</i>	Nashville
Bollinger, Ethel C.— <i>Irregular</i>	Asheville
Davenport, Mary Fay— <i>Irregular</i>	Mt. Holly

Davis, Florence— <i>Music</i>	Greensboro
Elliott, Guelda— <i>Music</i>	Greensboro
Elliott, Lucile— <i>Music</i>	Greensboro
Fort, Melville V.— <i>Irregular</i>	Greensboro
Foust, Sarah— <i>Music</i>	Greensboro
Garrett, Ethie B.— <i>Irregular</i>	Burlington
Geoghegan, Louise— <i>Music</i>	Danville, Va.
Gold, Margaret— <i>Irregular</i>	Greensboro
Gregory, Garnett— <i>Music</i>	Greensboro
Gregory, Katherine— <i>Music</i>	Greensboro
Harlee, Mrs. D. E.— <i>Music</i>	Greensboro
Herndon, Mrs. C. N.— <i>Music</i>	Greensboro
Hewlett, C. W.— <i>Music</i>	Greensboro
Houston, Addie— <i>Irregular</i>	Salisbury
Huff, Mrs. A. B.— <i>Music</i>	High Point
Kearns, Juanita— <i>Education</i>	Farmer
Kleegman, Dr. Anna— <i>Music</i>	New York City
Kleegman, Sophie— <i>Irregular</i>	New York City
Land, Bettie Aiken— <i>Education</i>	Greensboro
Lovelace, Allie— <i>Education</i>	Asheville, R. 3
Miller, Minnie— <i>Music</i>	Greensboro
Miller, Mrs. S. T.— <i>Music</i>	Greensboro
Moore, Mary Taylor— <i>Irregular</i>	Greensboro
Richardson, Julia P.— <i>Irregular</i>	Worcester, Mass.
Rickert, Margaret— <i>Education</i>	Statesville, R. 4
Riddle, Grace— <i>Irregular</i>	Baldwin, Md.
Rohr, Mamie E.— <i>Music</i>	Lynchburg, Va.
Ross, Hattie— <i>Irregular</i>	Sanford
Ruff, John— <i>Music</i>	Murat, Va.
Ruff, Mrs. John— <i>Music</i>	Murat, Va.
Scarboro, Lucile— <i>Education</i>	Asheboro
Schoch, Carolina— <i>Irregular</i>	Chicago, Ill.
Stockton, Margaret— <i>Music</i>	Greensboro
Templeton, Irene— <i>Irregular</i>	Charlotte
Tennent, Mary Alice— <i>Irregular</i>	Asheville
Thompson, Laura Love— <i>Irregular</i>	Greensboro
Tuttle, Mary F.— <i>Irregular</i>	Walnut Cove, R. 3
Viele, Ada— <i>Education</i>	Taylorsville
Wakefield, Ravenna— <i>Irregular</i>	Pulaski, Tenn.
Waynick, Bertie— <i>Music</i>	Greensboro
Williamson, Pauline— <i>Irregular</i>	Greensboro
Womble, Frances— <i>Irregular</i>	Greensboro

SUMMER SESSION STUDENTS—1918

Name	Postoffice	County
Alexander, Mrs. Mabel	Concord, R. 2 ...	Cabarrus
Allred, Cora	Greensboro	Guilford
Anderson, Annie Laurie	St. Petersb'g, Fla.	Pinellas
Anderson, Eva	Electric	Stanly
Andrew, Elsie	Sedalia	Guilford
Andrews, Mary F.	Greensboro	Guilford
Atkinson, Florence L.	Mocksville	Davie
Austin, Elizabeth	Shelby	Cleveland
Avent, Bertha	Jonesboro	Lee
Ayers, Virginia	Summerfield	Guilford
Bain, Emma Warren	High Point	Guilford
Bain, Esther	Greensboro	Guilford
Batts, Geneva Vann	Zebulon	Wake
Beal, Henrietta	Greensboro	Guilford
Beam, Grace	Cherryville	Gaston
Beckwith, Mary Speed	Lake Landing ...	Hyde
Benton, Mary	Monroe	Union
Berry, Bessie Eugenia	Cedar Grove	Orange
Berry, Eleanor	Washington	Beaufort
Bevan, Bessie S.	Jamestown	Guilford
Black, Faye	Matthews	Mecklenburg
Blackwelder, Ruth	China Grove	Rowan
Bonner, Mary Virginia	Washington	Beaufort
Bordeaux, Viva Marie	Ivanhoe	Sampson
Bowen, Josephine McLemore.	Washington	Beaufort
Bowman, Elizabeth	Liberty	Guilford
Boyte, Ethel	Monroe	Union
Bradford, Edna C.	Loray	Iredell
Brannon, Lela	Jonesboro	Lee
Breeze, Luna Watkins	Hurdle Mills, R. 1	Orange
Breeze, Vesta	Hurdle Mills	Orange
Briggs, Jennie	Greensboro	Guilford
Brooks, Nell	Haw River	Alamance
Butler, Nancy Ethel	Reidsville	Rockingham
Byrd, Mabel	Eastover, S. C. ..	Richland
Campbell, Louise	Carthage	Moore
Canady, Clara	McIver	Caswell
Capehart, Mary Lee	Roxobel	Bertie

Name	Postoffice	County
Carr, Annie Lou	Clinton	Sampson
Carter, Ethel	Morganton	Burke
Cheatham, Olivia Burton	Oxford	Granville
Cheek, Grace	Burlington	Alamance
Chinnis, Lila Mae	Phoenix	Brunswick
Clegg, Mary E.	Pittsboro	Chatham
Cockerham, Edith	Elkin	Surry
Collier, Blanche Isabel	Buie's Creek	Harnett
Collier, Estelle McNeill	Buie's Creek	Harnett
Collins, Eliza A.	Wilmington	New Hanover
Conley, Anna W.	Marion	McDowell
Coulter, Annie Lee	Newton	Catawba
Cox, Alice	Jonesboro	Lee
Crawford, Marie	Gastonia	Gaston
Creed, Mattie Lou	White Plains, R.1	Surry
Cridlebaugh, Banks	High Point	Guilford
Cunningham, Bertha	Almond	Swain
Curry, Julia	Gaffney, S. C. ...	Cherokee
Dameron, Mary Frances	Burlington	Alamance
Davidson, Lois Baird	Greensboro	Guilford
Davis, Annie Dent	Greensboro	Guilford
Davis, Modelle	Hickory	Catawba
Davis, Onie Virginia	Lucama	Wilson
Deas, Henrietta	Montgomery, Ala.	Montgomery
DeFord, Eugenia Robert	Richlands	Onslow
Dellinger, Zora	Cherryville	Gaston
Denny, Flossie	Greensboro	Guilford
Dixon, Nettie	Greensboro	Guilford
Dixon, Mamie M.	Hickory	Catawba
Dixon, Rosa Lee	Hickory	Catawba
Doak, Nellie	Guilford College .	Guilford
Donnell, Fannie Sue	Greensboro	Guilford
Donnell, Mary Louise	Greensboro	Guilford
Donnell, Mary V.	Greensboro	Guilford
Duncan, Lena	Beaufort	Carteret
Dull, Lewis	Winston-Salem ..	Forsyth
Eatmow, Eva	Madison	Rockingham
Edwards, Mamie N.	Glenola	Randolph
Ellsworth, Mary Lillian	Washington	Beaufort
Erwin, Carrie	Asheboro	Randolph
Essex, Eliza Mae	Advance, R. 1 ...	Davie
Evans, Edna C.	Manteo	Dare
Everett, Margaret	Palmyra	Martin

Name	Postoffice	County
Ferguson, Minnie	Murphy	Cherokee
Ferrell, Virginia	Ruffin	Rockingham
Fisher, Crosby	Roseboro	Sampson
Ford, Vinnie	Bessemer City ...	Gaston
Fort, Melville V.	Greensboro	Guilford
Fortesque, Pauline	Belhaven	Beaufort
Fowle, Annie B.	Washington	Beaufort
Frederick, Vera	Greensboro, R. 3 ..	Guilford
Fryar, Vannie	McLeansville	Guilford
Fulton, Nina G.	Greensboro	Guilford
Galloway, Marguerite	Brevard	Transylvania
Garrett, Ethie B.	Burlington	Alamance
Garrett, Flora Anthea	Burlington	Alamance
Gaston, Mary	Belmont	Gaston
George, Lillie Mae	Mt. Airy	Surry
Gibbs, Annie M.	Beaufort	Carteret
Gilley, Ada	Spray	Rockingham
Goforth, Mamie	Dysartville	McDowell
Goforth, Thelma	Nealsville	McDowell
Gold, Margaret	Greensboro	Guilford
Graham, Blanche	Mount Ulla	Rowan
Graham, Pauline	Mount Ulla	Rowan
Gray, Julia	Colfax	Guilford
Greenlee, Mary M.	Old Fort	McDowell
Grigg, Maud	Lawndale	Cleveland
Hall, L. Kathleen	Greensboro	Guilford
Hammer, Gertrude	Lexington	Davidson
Hancock, Aletha	Keswick, Va.	Albemarle
Hardin, May G.	Greensboro	Guilford
Harmon, Ola	Moncure	Chatham
Harrelson, Pauline	Cherryville	Gaston
Harris, Mary	Townsville	Vance
Harriss, Janet	Macon	Warren
Hart, Mary	Woodleaf	Rowan
Haskins, Marietta	Danville, Va.	Pittsylvania
Hatcher, Pearl	Mount Airy	Surry
Hayes, Virginia Rouss	Randleman	Randolph
Haynes, Mary Esther	Mount Airy	Surry
Haynes, Nelle G.	Reidsville	Rockingham
Hemphill, Essie	Nebo	McDowell
Henley, Claire	Greensboro	Guilford
Henley, Louise Caroline	Winston-Salem ..	Forsyth
Hockett, Alice	Pleasant Garden ..	Guilford
Hockett, Elizabeth Exta	Pleasant Garden ..	Guilford

Name	Postoffice	County
Hockett, Leacy	Pleasant Garden	Guilford
Hodges, Evelyn E.	Greenville	Pitt
Holcomb, Minnie Ruth	Mount Airy	Surry
Holden, Norma	Rocky Mount	Nash
Holland, Hattie Lorene	Statesville	Iredell
Holleman, Cleo	Cary	Wake
Holleman, Terrene I.	Cary	Wake
Hoover, Annie	Lincolnton	Lincoln
Hord, Jennie	Waco	Cleveland
Howell, Bessie Reid	Oxford	Granville
Howie, Blanche	Monroe	Union
Hughes, Caroline F.	New Bern	Craven
Hunter, Margaret	Greensboro	Guilford
Hutchins, Eusebia S.	Mocksville	Davie
Hutton, Mabel	Greensboro	Guilford
Ingold, Fleta	Greensboro	Guilford
Jenkins, Dorris James	Ahoskie	Hertford
Jenkins, Marguerite	Siler City	Chatham
Johnson, Clara L.	Greensboro	Guilford
Johnson, Eva	St. Pauls	Robeson
Johnson, Hassie	Greensboro	Guilford
Johnson, Rachel	Burgaw	Pender
Jones, F. Elizabeth	Charlotte	Mecklenburg
Jones, Elizabeth M.	Raleigh, R. 1	Wake
Jones, Olive C.	Greensboro	Guilford
Jones, Pawnee	Newberry, S. C.	Newberry
Joyner, Elizabeth Mae	Spring Hope	Nash
Kale, Ila G.	Mount Holly	Gaston
Keene, Georgia S.	New Bern	Craven
Ketchie, L. Grace	China Grove	Rowan
Kinard, Marie Eloise	Salisbury	Rowan
King, Katie	Mount Olive	Wayne
King, Mildred	Murphy	Cherokee
Kirk, Della Mae	Albemarle	Stanly
Kirkman, Mary H.	Greensboro	Guilford
Klutz, Janie Ruth	Concord	Cabarrus
Laidlaw, Edith	Marion	McDowell
Lane, Mary	Goldsboro	Wayne
Lanier, Ruby	Burgaw	Pender
Lawrence, Annie Laurie	Tarboro	Edgecombe
Leagans, Gladys Mae	Cana, R. 2	Davie
Leary, Helen	Merry Hill	Bertie
Ledmun, Etta	Greensboro	Guilford
LeRoy, Mary Lucile	Elizabeth City	Pasquotank

Name	Postoffice	County
Lewis, Nettie	Saxapahaw	Alamance
Lindsay, Emma	Mount Olive	Wayne
Lineberry, Frances	Greensboro	Guilford
Link, Myrtie	Denton	Davidson
Lipe, Kathleen	Biltmore	Buncombe
Logan, Estelle	Rutherfordton ...	Rutherford
Lowrance, Mary	Catawba	Catawba
Lucas, Pauline	Plymouth	Washington
McAdams, Agnes	Salisbury	Rowan
McCracken, Elizabeth Ann ..	Fairview	Buncombe
McCrummen, Malcom Neolia.	West End	Moore
McDowell, Isabella	Waynesville	Haywood
McDuffie, Annie	Greensboro	Guilford
McKinney, Russell	Brown Summit ..	Guilford
McLean, Mary Elizabeth	Raeford	Hoke
McLean, Rebekah	Gastonia	Gaston
McMahon, Margaret	Mocksville	Davie
McMahon, Mary	Mocksville	Davie
McSorley, Mrs. J. J.	Greensboro	Guilford
Maddox, Emerson	Greensboro	Guilford
Maddox, Velma	Greensboro	Guilford
Mallard, Thelma	Teachey	Duplin
Many, Helen N.	Black Mountain .	Buncombe
Marley, Esther	Pleasant Garden .	Guilford
Marsh, Eunice	Marshville	Union
Marshburn, Wanda	Richmond, Va. .	Henrico
Mayburg, Lyda	Danville, Va.	Pittsylvania
Means, Caroline B.	Concord	Cabarrus
Medlock, Willie John	Charlotte	Mecklenburg
Mendenhall, Marjorie	Greensboro	Guilford
Mendenhall, Mildred	Morehead City ..	Carteret
Michael, M. Pearl	Guilford College .	Guilford
Miller, Anna Belle	Rougemont	Orange
Miller, Evelyn	Waco	Cleveland
Miller, Fay M.	Salisbury	Rowan
Miller, Maggie W.	Bayboro	Pamlico
Millikan, Edna Bain	Greensboro	Guilford
Monroe, Mary Magdalene ...	Greensboro	Guilford
Montgomery, Julia Lilly	Raleigh	Wake
Moore, Josephine	Greensboro	Guilford
Moore, Louise Williams	Teachey	Duplin
Morgan, Mabel	Farmer	Randolph
Morrison, Minnie	Lillington, R. 1 ..	Harnett
Morton, Annie L.	Beaufort	Carteret
Moseley, Hortense	Kinston	Lenoir

Name	Postoffice	County
Murray, Mary D.	Greensboro	Guilford
Murray, Ruth L.	Durham	Durham
Murray, Mrs. R. W.	Greensboro	Guilford
Nesbitt, Mary	Gaffney, S. C. ...	Cherokee
Newby, Nettie	Asheboro	Randolph
Nichols, Mary	Roxboro	Person
Nicholson, Winifred	Washington	Beaufort
Norwood, Bessie	Raleigh	Wake
Oliver, Rosa	Hurdle Mills	Person
Oakley, Addie Elizabeth	Benaja	Rockingham
Oakley, Myrtle	Boonville	Yadkin
Overton, Amy	Columbia	Tyrrell
Owens, Margaret Ella	High Point	Guilford
Parham, Macy	Gastonia	Gaston
Pate, Ruth W.	Goldsboro	Wayne
Patton, Cassie M.	Nebo	McDowell
Pearson, Rachel	Gastonia	Gaston
Perkins, Irene	Greensboro	Guilford
Perry, Annie Lee	Gorman	Durham
Petree, Edith	Greensboro	Guilford
Pharr, Annie May	Charlotte	Mecklenburg
Pittman, Louie Delle	Mount Olive	Wayne
Plott, Blanche Lucile	St. Pauls	Robeson
Porter, Mrs. R. E.	Greensboro	Guilford
Powell, Mrs. Addie	Ridgeway	Henry
Price, Lollie	Wentworth	Rockingham
Pritchard, Lula	Asheboro	Randolph
Pugh, Ora	Pleasant Garden .	Guilford
Ramsay, Margaret B.	Salisbury	Rowan
Ray, Lillian M.	Pittsboro	Chatham
Rayle, Ophelia	Greensboro, R. 3 .	Guilford
Rhodes, Ruth	Lincolnton	Lincoln
Riddick, Tess	Greensboro	Guilford
Roberts, Ruth	Shelby	Cleveland
Robinson, Madge	Summerfield	Guilford
Rutledge, Fay	Yadkinville	Yadkin
Rutledge, Sallie Vera	Yadkinville	Yadkin
Sapp, Lallah	Greensboro	Guilford
Scott, Blanche	Concord	Cabarrus
Scott, Laura B.	Leaksville	Rockingham
Sessoms, Margaret	Ahoskie	Hertford
Setzer, Fay	East Monbo	Iredell

Name	Postoffice	County
Shrago, Rachel S.	Goldsboro	Wayne
Sigmon, Tracy K.	Nebo	McDowell
Simpson, Ida	Burlington	Alamance
Small, Kathleen	Brown Summit ..	Guilford
Small, Lelia Roberta	Brown Summit ..	Guilford
Smith, Clara	Barium Springs ..	Iredell
Smith, Lois	Barium Springs ..	Iredell
Smith, Lorna Elizabeth	Liberty	Randolph
Smoot, Virginia L.	Concord	Cabarrus
Sockwell, Mayme Iola	Burlington	Alamance
Soper, Macy	Clyde	Haywood
Southerland, Lucy	Kenansville	Duplin
Sparger, Alma M.	Greensboro	Guilford
Sparger, Elizabeth	Mt. Airy	Surry
Spencer, Lula	Farmer	Randolph
Spruill, Patty	Oriental	Pamlico
Steed, Virginia	Denton	Randolph
Sternberger, Blanche	Greensboro	Guilford
Stockard, Mrs. T. K.	Greensboro	Guilford
Stone, Paulene	Denton	Davidson
Strickler, Kathleen	Culpeper, Va., R. 2	Culpeper
Strudwick, Roberta	Greensboro	Guilford
Strupe, Elzora Vest	Tobaccoville	Forsyth
Sublett, Ora A.	Hickory	Catawba
Sutton, Annie	Goldsboro	Wayne
Sutton, Edith	Mount Olive	Wayne
Sutton, Mrs. Fred	Kinston	Lenoir
Swift, Olivia	Pomona	Guilford
Tabor, Carrie	Cherryville	Gaston
Taylor, Eleanor	Winston-Salem ..	Forsyth
Thomas, Mrs. Guy J.	Greensboro	Guilford
Thomas, Lizzie	Jonesboro	Lee
Thompson, Mary	Marshville, R. 1 ..	Union
Thornburg, Winnie E.	Dallas	Gaston
Tinsley, Virginia	Stoneville	Rockingham
Tomlinson, Lillie	Lucama	Wilson
Van Noppen, Adelaide	Greensboro	Guilford
Van Noppen, Mrs. Chas. L. .	Greensboro	Guilford
Vernon, Nell B.	Greensboro	Guilford
Vuncannon, Carrie	Greensboro	Guilford
Wadley, Mamie	Old Fort	McDowell
Wadsworth, Mary	Cove City	Craven
Wakefield, Lillian	Greensboro, R. 1 ..	Guilford
Walker, Frances McCall	Asheboro	Randolph

Name	Postoffice	County
Walker, Willsie	Benaja	Rockingham
Wall, Ora Gertrude	Marion	McDowell
Wallace, Fleta	Star	Montgomery
Walters, Corina	Timberlake	Orange
Ward, Elna	Ruffin	Rockingham
Warren, Bettie	Whitakers	Nash
Warren, Helen	Burlington	Alamance
Warren, Mabel E.	Whitakers	Nash
Warren, Marion	Durham	Durham
Waycaster, Catherine	Reidsville	Rockingham
Weaver, Josephine	Lexington	Davidson
Welch, Kathleen	High Point	Guilford
West, Julia	Kinston, R. 6 ...	Lenoir
Wharton, Vera	Greensboro	Guilford
Wheeler, Kate	Madison	Rockingham
White, Kathryn Ivey	Greensboro	Guilford
White, Nelle V.	Edenton	Chowan
Whittemore, Adelaide	Burlington	Alamance
Wicker, Ruth Thomas	Elon College	Alamance
Williams, Maggie Victoria ..	Townsville	Vance
Wilson, Hattie	Dunn	Harnett
Wilson, Margaret	Wilson's Mills ..	Johnston
Wilson, Sosalia Sadler	Winston-Salem ..	Forsyth
Workman, Sallie	Cherryville	Gaston
Wortham, Kate S.	Franklinton	Franklin
Wright, Clyde	Ingold	Sampson
Wyche, Ruth	Waynesville	Haywood

STUDENTS ATTENDING INSTITUTE—1918

Name	Postoffice	County
Abernethy, Addie Mae	Charlotte, R. 6	Mecklenburg
Alexander, Ida	Rock Creek	Alamance
Alexander, Jessie	Matthews	Mecklenburg
Anderson, Mrs. C. W.	Greensboro	Guilford
Anderson, Pearl	Gibsonville	Guilford
Anderson, Sarah B.	Reidsville	Rockingham
Atkins, Nora	Ladonia	Surry
Bailey, Georgie	Greensboro	Guilford
Baker, Lillie Waye	High Point	Guilford
Ballinger, Juliette	Greensboro	Guilford
Benbow, Mrs. Mattie W.	Oak Ridge	Guilford
Blackburn, Bettie	Guilford College	Guilford
Blaylock, Evelyn	Guilford	Guilford
Blevins, Rachel	Thomasville	Davidson
Bohannon, Ella	Boonville	Yadkin
Bradshaw, Edith	High Point	Guilford
Branson, Carrie	Stokesdale	Guilford
Brawley, Ruth	Mooresville	Iredell
Broome, Sallie	Kinston	Lenoir
Brothers, Dovie	Liberty	Guilford
Brown, Ethel James	Catawba	Catawba
Brown, Mamie E.	Hillsboro	Orange
Brunson, Grace	Pomona	Guilford
Coble, Roberta	Laurinburg	Scotland
Coble, Ruth	Guilford College	Guilford
Caffey, Pansie	Greensboro	Guilford
Coltrane, Eva P.	Randleman, R. 1	Randolph
Coltrane, Mamie Gertrude ...	Sophia	Randolph
Conner, Jessie	Rich Square	Northampton
Cooke, Margaret	Greensboro	Guilford
Crowell, Vera	New London	Stanly
Cummings, Hettie	Stokesdale	Guilford
Curtis, Allene	Greensboro, R. 3	Guilford
Davis, Laura E.	Progress	Randolph
Denny, Hazel	Greensboro	Guilford
Dillon, Elsie Mae	Greensboro	Guilford
Donnell, Cora T.	Greensboro	Guilford

Name	Postoffice	County
Dry, Agnes	Norwood	Stanly
Dunn, Nell	Ahoskie	Hertford
Ellis, Mayme	Millboro	Randolph
Evans, Eunice	Greensboro	Guilford
Farnbrough, Marion	Rockmart, Ga.	Polk
Fentriss, L. Estella	Pleasant Garden .	Guilford
Fentriss, Lula	Pleasant Garden .	Guilford
Fisher, Abbie	Roseboro, R. 3. ..	Cumberland
Fleming, P. H.	Burlington	Alamance
Fleming, Ruth	Boonville	Yadkin
Fonville, Sadie Virginia	Burlington	Alamance
Foster, H. L.	Rock Creek	Alamance
Foust, Thomas R.	Greensboro	Guilford
Fox, Mrs. J. E.	Summerfield	Guilford
Fulton, Irene	Greensboro, R. 4 .	Guilford
Gant, Linnie	McLeansville, R. 1	Guilford
Garrett, Florence	Price	Rockingham
Garrett, Verna D.	Burlington	Alamance
Gaston, Elva	Lowell	Gaston
Gentry, Ione	Guilford College .	Guilford
Gill, Emma	Laurinburg	Scotland
Gill, Louise N.	Laurinburg	Scotland
Gilliam, Deed	McIver	Rockingham
Gillikin, Ruth	Greensboro	Guilford
Gladstone, R. M.	Greensboro	Guilford
Gorrell, Jennie	Greensboro, R. 6 .	Guilford
Gray, Mrs. J. Grier	Greensboro, R. 1 .	Guilford
Gray, Una Maud	Greensboro, R. 1 .	Guilford
Greeson, Jessie	Julian	Guilford
Groome, Jessie	Greensboro, R. 3 .	Guilford
Hadley, Elsie	Snow Camp	Alamance
Hairston, Mary	Reidsville	Rockingham
Hannah, Mrs. Alice N.	Pelham	Caswell
Harding, Ruth	Mocksville	Davie
Hiatt, Mrs. F. A.	Greensboro	Guilford
Highfill, Nettie	Liberty	Randolph
Hockett, Lura A.	Pleasant Garden .	Guilford
Hodgin, Bessie	Greensboro, R. 1 .	Guilford
Hodgin, M. Leta	Greensboro, R. 1 .	Guilford
Houston, M. Alice	Greensboro	Guilford
Hopper, Mae E.	Spray	Rockingham

Name	Postoffice	County
Idol, Carrie Blake	Colfax	Guilford
Ingram, Daisy	Trinity	Randolph
Jackson, Mittie	High Point, R. 2 ..	Guilford
Johnson, D. C.	Trinity	Randolph
Johnson, Flieda	Greensboro	Guilford
Johnson, Mary Lily	Garland	Sampson
Johnson, N. M.	Summerfield	Guilford
Jones, Estelle	Whitsett	Guilford
Kime, Katie	Greensboro	Guilford
Kirkman, Novella	Greensboro	Guilford
Kirkpatrick, Mary	Pilot Mountain ..	Surry
Knight, Louetta	Guilford College ..	Guilford
Ladd, Elsie L.	Summerfield	Guilford
Lambeth, Minnie	Brown Summit ..	Guilford
Lambeth, Tera	Brown Summit ..	Guilford
Lane, Ora E.	Asheboro	Randolph
Lindley, Ruth	Guilford College ..	Guilford
Liner, Rebecca	Hillsboro	Orange
Long, Ola S.	Morehead City ..	Carteret
McBane, Sandra	Snow Camp	Alamance
McCulloch, Mary Wills	Greensboro	Guilford
McKinney, Mattie	Reidsville	Rockingham
MacMillan, Marie	St. Pauls	Robeson
McNairy, Bessie	Greensboro	Guilford
McNeely, Kate	Greensboro, R. 5 ..	Guilford
Martin, Beulah Estelle	East Bend	Yadkin
Martin, Eva	Greensboro	Guilford
Mendenhall, Mrs. E. P.	Morehead City ..	Carteret
Merrimon, Mrs. Ella B.	Oak Ridge	Guilford
Morris, Isabelle	Concord	Cabarrus
Morrow, Mrs. W. P.	Virgilina, Va., R. 1	Granville
Needham, W. S.	Greensboro	Guilford
Neeley, Ethel	Pleasant Garden ..	Guilford
Neeley, Ione	Pleasant Garden ..	Guilford
Norman, Plummer	East Bend	Yadkin
O'Daniel, Narva	Mebane	Alamance
Otwell, Myrtle	Greensboro, R. 1 ..	Guilford
Parker, Annie	Monroe, R. 1	Union
Patterson, Hester	Julian	Randolph
Payne, Delphia	High Point, R. 4 ..	Guilford
Petrie, Estelle	Greensboro	Guilford

Name	Postoffice	County
Pigg, Clara M.	Madison	Rockingham
Pike, Bernice E.	Liberty	Randolph
Powell, Myrtle	Ruffin	Rockingham
Price, Katie	Price	Rockingham
Pritchett, Vera M.	Greensboro	Guilford
Pugh, Swannie L.	Greensboro	Guilford
Reap, Nola	Albemarle	Stanly
Reece, Juanita	Liberty	Randolph
Reitzel, Cuma	Liberty, R. 2	Guilford
Richardson, Gertrude	Randleman, R. 1 .	Randolph
Richardson, Hazel	Randleman, R. 1 .	Randolph
Routh, Urilla	Greensboro	Guilford
Rumley, Elizabeth	Stokesdale	Guilford
Scott, Ora	Greensboro, R. 3 .	Guilford
Sikes, Alma	Greensboro	Guilford
Siler, Flossie	Siler City	Chatham
Sink, Ennis	Winston-Salem ..	Forsyth
Sloop, Berta M.	Mooreville	Iredell
Smith, Alva	Harmony	Iredell
Smith, Johnsie	Liberty, R. 2	Guilford
Smith, Mary	Liberty, R. 2	Guilford
Snyder, Martha	High Rock	Davidson
Spencer, Mabel	High Point	Guilford
Spinks, Lena	Albemarle	Stanly
Stack, Jessie	Colfax	Guilford
Stack, Daisy	Colfax	Guilford
Stanfield, Gertrude	Mebane	Alamance
Stanley, Mary	Guilford College .	Guilford
Stephens, Irene	Ruffin	Rockingham
Stephens, Ruby	Pilot Mountain ..	Surry
Stewart, Florence	Greensboro	Guilford
Stout, Flossie	High Point	Guilford
Sullivan, Ava	High Point, R. 1 .	Guilford
Sullivan, Etta Lea	High Point, R. 1 .	Guilford
Tate, Ruth	Burlington	Alamance
Taylor, Beryl M.	Burlington	Alamance
Taylor, Mary A.	Oxford	Granville
Teague, Beda	Staley	Randolph
Tesh, Cleta	Whitsett	Guilford
Trent, Clara	Reidsville	Rockingham
Turner, Myrtle	Reidsville	Rockingham
Vaughn, Pearl	Stokesdale	Guilford
Vickrey, Elsie	Jamestown	Guilford

Name	Postoffice	County
Watkins, Nancy N.	Madison	Rockingham
Wakefield, Esther	Greensboro	Guilford
Ward, Vera Maie	Guilford College .	Guilford
Watlington, Blanche	Altamahaw	Alamance
Weatherly, Letitia	Greensboro, R. 1 .	Guilford
Wheeler, Ada	High Point	Guilford
Whitaker, Lulie W.	Enfield	Halifax
White, Grace	High Point, R. 1 .	Guilford
White, Jennie	High Point, R. 1 .	Guilford
Whitley, Helen	Derieta	Mecklenburg
Whitley, Hulda	Oakboro, R. 2 ...	Stanly
Wilkinson, Mary	Reidsville	Rockingham
Wilson, Lizzie C.	Madison	Rockingham
Wilson, Mabel	Summerfield	Guilford
Wood, Ethel	Millboro	Randolph
Woodward, Mary J.	Cary	Wake

SUMMARY

Senior Class	82
Junior Class	67
Sophomore Class	93
Freshman Class	304
Special Students	51
Commercial Students	196
Total	<hr/> 793

SUMMER SESSION, 1918

Students in College Credit Courses	99
Students in Teacher Training Courses	407
	<hr/> 506
Total number registered	1299

STANDING COMMITTEES OF THE FACULTY

The Faculty Council, consisting of the Heads of Departments and Associates, meets regularly on the second and fourth Mondays of each month. The Committees meet at the call of their chairmen.

THE CURRICULUM

Dean Smith, Dean Jackson, Miss Mendenhall, Miss Boddie,
Mr. Cook, Miss Hill, Miss Shaffer

SECONDARY SCHOOLS

Miss Womble, Miss Ragsdale, Dr. Kephart

COLLEGE CREDIT

Miss Strong, Miss Winfield, Dr. Hewlett

STUDENTS' ENTERTAINMENT

Mrs. Sharpe, Chairman

EXTENSION WORK

Dean Petty, Miss Harriet Elliott, Miss Jamison

CATALOGUE AND COLLEGE BULLETINS

Dean Smith, Editor

ADVISORY COMMITTEE STUDENTS' DEBATING CLUB

Mrs. Sharpe, Mr. Hall, Miss Harriet Elliott

LIBRARY COMMITTEE

Mr. Beneke, Mr. Shaw, Dr. Hewlett, Miss Annie Petty

ENTERTAINMENT COMMITTEE

Mr. Brown, Mr. Highsmith, Mrs. Sharpe, Dr. Gudger

ARRIVAL OF STUDENTS

Mr. Brown, Dr. Hewlett, Mr. Balcomb

DEPARTURE OF STUDENTS

Mr. Hall, Mr. Highsmith, Dr. Kephart

ADVISORY COMMITTEE OF FRESHMAN CLASS

Miss H. Hill, Mr. Beneke, Miss M. Petty, Miss Barrow, Miss Fort, Miss Winfield, Miss H. Elliott, Miss Ragsdale, Miss V. Boddie, Miss Mendenhall, Miss Davenport, Miss Marsh, Miss Strong, Miss Riddle, Miss Womble, Miss Seymour, Miss Coit, Miss Shaffer, Miss Schoch, Miss Gullander, Mr. Hall, Dr. Gudger, Miss Koehler.

FIRE COMMITTEE

Dr. Hewlett, Mr. Highsmith, Miss Coolidge, Miss Tennent,
Miss Mendenhall, Mrs. Boyd and Miss Minor

LIST OF GRADUATES

CLASS OF 1893

Mattie Lou Bolton—Mrs. J. C. Matthews ... Spring Hope, N. C.
 Maude F. Broadaway—Mrs. E. McK. Goodwin Morganton, N. C.
 Margaret Burke (Deceased) Mocksville, N. C.
 Mary R. Hampton—Mrs. W. A. Eliason Statesville, N. C.
 Bertha M. Lee Mocksville, N. C.
 Zella McCulloch—Mrs. T. J. Cheek Hallsboro, N. C.
 Margaret R. McIver—Mrs. R. Bowen Lillington, N. C.
 Carrie Mullins—Mrs. W. H. Hunter Greensboro, N. C.
 Annie M. Page Henderson, N. C.
 Lizzie Lee Williams—Mrs. Geo. B. Smith .. Capron, Va.

CLASS OF 1894

Mary K. Applewhite—Mrs. J. Y. Killian ... Newton, N. C.
 Rachel Brown—Mrs. R. P. Clarke 1509 R. I. Ave., N. W.,
 Washington, D. C.
 Gertrude Bagby—Mrs. W. M. Creasy Wilmington, N. C.
 Mary Lewis Harris Concord, N. C.
 Susan E. Israel—Mrs. Harry F. Welfe R. 2, Box 3,
 Moorestown, N. J.
 Annie Lee Rose—Mrs. V. O. Parker R. 1, Woodland, N. C.
 Virginia Taylor—Mrs. H. U. Griffith (Dec'd) Raleigh, N. C.
 Mary C. Wiley Winston-Salem, N. C.

CLASS OF 1895

Nettie M. Allen R. 4, Henderson, N. C.
 Mary J. Arrington Raleigh, N. C.
 Elizabeth Battle 9 Change St.,
 New Bern, N. C.
 Mary Allie Bell—Mrs. E. W. Blythe Brevard, N. C.
 Lucy A. Boone—Mrs. B. E. Copeland Suffolk, Va.
 Mary Bradley—Mrs. F. Wilson (Dec'd) ... Gastonia, N. C.
 Martha Carter Parkersburg, W. Va.
 Alethea Collins Care Mrs. T. C. Mebane,
 196 Franklin Ave.,
 Staten Island, N. Y.
 Lucy Dees—Mrs. J. T. Davenport Sanford, N. C.
 Ida Fields—Mrs. L. T. Rightsell (Dec'd) .. LaGrange, N. C.
 Margaret Gash The Judson,
 New York City.

Sarah M. Grant	Jackson, N. C.
Maude Harrison	Cary, N. C.
Lina V. James—Mrs. R. H. Welch	R. 3, Hertford, N. C.
Maria D. Loftin	Warsaw, N. C.
Barnette Miller	Constantinople College, Turkey.
Jessie Wills Page—Mrs. L. R. Gooch	Henderson, N. C.
Annie E. Parker—Mrs. W. D. Cooke	Valdosta, Ga.
Margaret L. Parker (Deceased)	Burkeville, Va.
Ethel M. Parmele—Mrs. Guy Cardwell	Wilmington, N. C.
Margaret Perry	Bristol, Tenn.
Nannie E. Richardson	Selma, N. C.
Annie R. Smallwood—Mrs. J. R. Baugham (Dec'd)	Rich Square, N. C.
Henrietta R. Spier	Greensboro, N. C.
Ruth Sutton	Bronson Place, Toledo, Ohio.
Laura Switzer	Tampa City, Fla.
Mariaddie Turner	Shelby, N. C.
Daisy Belle Waitt	Raleigh, N. C.
Annie M. Williams (Deceased)	Reidsville, N. C.
Mabel Wooten—Mrs. N. C. Newbold (Dec'd)	Roxboro, N. C.
Iola L. Yates—Mrs. G. R. Parker (Dec'd) .	Raleigh, N. C.

CLASS OF 1896

Emily Manetta Asbury—Mrs. J. A. Yoder ..	Linville City, N. C.
Maud Coble—Mrs. C. M. McIntosh	Laurinburg, N. C.
Laura H. Coit	Greensboro, N. C.
Sallie J. Davis	Greenville, N. C.
Iva Deans—Mrs. L. M. Cox (Dec'd)	Wilson, N. C.
Cornelia Deaton—Mrs. C. H. Hamilton	Davidson, N. C.
Jeannie Ellington—Mrs. R. W. Allen	Monroe, N. C.
Hattie Garvin—Mrs. J. H. Tate	High Point, N. C.
Blanche Harper—Mrs. W. T. Moseley	Kinston, N. C.
Emma B. Harris—Mrs. R. M. Davis	Tarboro, N. C.
Tina Lindley—Mrs. Coy C. Jordan	Raleigh, N. C.
Mary E. Lazenby	Washington, D. C.
Stella Middleton—Mrs. George N. Cowan ...	Apex, N. C.
Mary Milam—Mrs. E. Farquhar (Dec'd) ..	Washington, D. C.
Kate Moore (Deceased)	Statesville, N. C.
Annie M. Pittman—Mrs. W. K. Hartsell ...	Greensboro, N. C.
Lee Reid—Mrs. J. H. Maxwell	Lewisburg, W. Va.
Mary Sanders—Mrs. F. Williams (Dec'd) ..	Wingate, N. C.
Elsie Weatherly—Mrs. T. Gilbert Pearson .	2257 Loring Place, Bronx, New York City
Carrie Weaver	Munfordville, Ky.

CLASS OF 1897

Minnie Barbee—Mrs. Spence Suitt	Gorman, N. C.
Hattie Berry	Chapel Hill, N. C.
Nellie Bond—Mrs. E. S. Askew	Merry Hill, N. C.
Irma Carraway	Wilson, N. C.
Mary DeVane	Goldsboro, N. C.
Bertha Donnelly	Charlotte, N. C.
Frances Eskridge—Mrs. W. J. Roberts	Shelby, N. C.
Iola Exum	Snow Hill, N. C.
Lessie Gill—Mrs. I. J. Young	Henderson, N. C.
Emily Gregory—Mrs. Walter Thompson	Winston-Salem, N. C.
Annie Hankins—Mrs. M. G. Saunders	Wilmington, N. C.
Fannie Harris—Mrs. Chas. H. Brown	Knoxville, Tenn.
Frances Hill	Concord, N. C.
Lyda Humber—Mrs. Marion H. Brandt	Florence, S. C.
Sabrella James—Mrs. J. R. Clements	Pelham, Ga.
Mary Best Jones—Mrs. I. H. Manning	Chapel Hill, N. C.
Madge Little—Mrs. J. C. Sherrill	Hendersonville, N. C.
Mattie Livermore	Roxobel, N. C.
Bessie Rouse	Raleigh, N. C.
Grace Scott—Mrs. Hugh Brown	Little Rock, Ark.
	Argenta Station.
Grace Smallbones—Mrs. J. Hicks Bunting ..	Wilmington, N. C.
Willie Watson—Mrs. E. T. Dickinson	Wilson, N. C.
Cheves West—Mrs. H. Scott Perky	Brooklyn, Conn.

CLASS OF 1898

Lottie Arey—Mrs. W. T. Walker	Barium Springs, N. C.
Oeland Barnett—Mrs. J. S. Wray	Gastonia, N. C.
Susan Battle (Deceased)	Rocky Mount, N. C.
Lillie A. Boney—Mrs. R. M. Williams	Grensboro, N. C.
Julia Dameron	Warrenton, N. C.
Anna W. Folsom—Mrs. H. B. Fisher	707 Monroe St., Hoquiam, Washington.
Sadie Hanes—Mrs. R. D. W. Connor	Raleigh, N. C.
Mary Elizabeth Harding	Greenville, N. C.
Rosa Holt—Mrs. C. R. Ross	Roxboro, N. C.
Minnie Huffman—Mrs. W. H. Reddish	Wadesboro, N. C.
Sara Kelly	Charlotte, N. C.
Margaret McCaull—Mrs. W. D. Carmichael .	Durham, N. C.
Susie McDonald—Mrs. J. C. Fox	2715 Tenth Ave., Columbus, Ga.
Mamie McGehee—Mrs. M. C. McAnally	High Point, N. C.
Ella Moseley—Mrs. R. F. Hill	Kinston, N. C.
Hattie Moseley—Mrs. J. B. Person	Selma, N. C.

Florence Pannill	Greensboro, N. C.
Susan Parsley—Mrs. J. O. Carr	Wilmington, N. C.
Winnie Redfern—Mrs. J. A. Baldwin	Charlotte, N. C.
Ellen Saunders—Mrs. G. S. Fraps	College Station, Texas.
Bessie Sims—Mrs. Hyman Mewborne	Kinston, N. C.
Nan Strudwick	Hillsboro, N. C.
Mary Tinnin	Greensboro, N. C.
Lina Wiggins	Lynchburg, Va.
Clee Winstead	Wilson, N. C.
Lydia Yates—Mrs. J. C. Wooten	Durham, N. C.

CLASS OF 1899

Bulus Bagby—Mrs. W. H. Swift	Greensboro, N. C.
Ella Bradley	Gastonia, N. C.
Isabelle Brown	Salisbury, N. C.
Lucy Coffin—Mrs. W. G. Ragsdale	Jamestown, N. C.
Mary Collins	Enfield, N. C.
Cora Cox—Mrs. Crawford Jackson	Guilford College, N. C.
Kate Davis	Columbus, Ga.
Penelope Davis	Raleigh, N. C.
Lewis Dull	Winston, N. C.
Jennie Eagle	743 Redgate Ave., Norfolk, Va.
Lottie Eagle	743 Redgate Ave., Norfolk, Va.
Ethel Foust—Mrs. Lanier Griffin	Greensboro, N. C.
Olive Gray	Statesville, N. C.
Eugenia Jamison	R. 1, Mooresville, N. C.
Josephine Laxton	Asheville, N. C.
Elizabeth Mallison	Washington, N. C.
Fannie McClees	Durham, N. C.
Berta Melvin	Greensboro, N. C.
Sudie Middleton—Mrs. A. P. Thorpe	Rocky Mount, N. C.
Maude Miller	Winston, N. C.
Bessie Moody	Asheville, N. C.
Mattie Moore—Mrs. Forrest Taylor	Sumter, S. C.
Cary Ogburn—Mrs. W. C. Jones	High Point, N. C.
E. Anna Parker—Mrs. C. E. Maddry	Austin, Texas.
S. Anna Parker—Mrs. D. T. Luncford	Smithfield, N. C.
Flora Patterson—Mrs. W. C. Lane	Sanford, N. C.
Margaret Pierce—Mrs. W. G. Orme	1308 Conn. Ave., Washington, D. C.
Sue Porter—Mrs. Cornelius Heatwole	Harrisonburg, Va.
Oberia Rogers—Mrs. C. W. Padgitt	3605 Cedar Spgs. Road, Dallas, Texas.
Susie Saunders (Deceased)	Washington, N. C.

Rosalind Sheppard—Mrs. M. H. Willis Winston, N. C.
Elizabeth Smithwick—Mrs. R. L. Smith Merry Hill, N. C.
Frances Suttle Asheville, N. C.
Virginia Thorpe—Mrs. R. H. Gregory (Dec.) Rocky Mount, N. C.
Jessie Whitaker—Mrs. D. A. Ricks Mayodan, N. C.
Nellie Whitfield—Mrs. Daniel Shaw Laurinburg, N. C.
Marina Whitley Williamston, N. C.
Myrther Wilson Reynolds, Ga.
Bettie Wright—Mrs. H. B. Smith New Bern, N. C.

CLASS OF 1900

Emma Adeline Bernard—Mrs. E. H. Kaminer Gadsden, S. C.
Woodfin A. Chambers—Mrs. Hubert Hill ... Morgantown, W. Va.
Wilhelmina Conrad (Deceased) Durham, N. C.
Isla C. Cutchin—Mrs. J. S. Gorham Rocky Mount, N. C.
Alice G. Daniel R. 4, Oxford, N. C.
Hattie Everett Palmyra, N. C.
Clara Gillon Concord, N. C.
Elizabeth Hankins—Mrs. E. R. Clark Wilmington, N. C.
Ruth M. Harper—Mrs. W. B. Brown Kinston, N. C.
Elizabeth Howard Davidson, N. C.
Elizabeth Howell—Mrs. Maurice Clifton ... Louisburg, N. C.
Myrtle L. Hunt—Mrs. J. E. Mattocks Kissimee, Fla.
Gertrude Jenkins—Mrs. Ralph Siewers Winston-Salem, N. C.
Lillie V. Keathley Washington, D. C.
Maude Kinsey New Bern, N. C.
Mittie P. Lewis—Mrs. Wade Barrier Big Stone Gap, Va.
Auvila Lindsay—Mrs. John T. Lowe Lexington, N. C.
Lily May McDowell Franklin, N. C.
Miriam C. McFadyen Greenville, N. C.
Carrie P. Martin—Mrs. W. B. Upshur Sumter, S. C.
Eva M. Miller Taylorsville, N. C.
Sue Nash Greensboro, N. C.
Myrtle Scarboro—Mrs. W. A. Coffin Asheboro, N. C.
Emma Lewis Speight Salisbury, N. C.
Annie Lee Staley—Mrs. Thomas I. Fox Franklinville, N. C.
Augusta E. Staley—Mrs. C. P. Fox Staley, N. C.
Mary Zilla Stevens—Mrs. John E. Stevens . Richmond, Va.
Lelia Judson Tuttle McTyeire School,
Shanghai, China.
Eleanor Watson Salisbury, N. C.
Mary S. Winbourne—Mrs. B. S. Skinner .. Durham, N. C.
Martha Fowle Wiswall Washington, N. C.

CLASS OF 1901

Rosa Abbott Greensboro, N. C.

Daisy Allen—Mrs. L. L. Brinkley	Raleigh, N. C.
Anna Ferguson—Mrs. Leak Peace	Oxford, N. C.
Mabel Haynes	Raleigh, N. C.
Bertha Herman	Conover, N. C.
Mamie Hines—Mrs. Walter de La Roque ..	Kinston, N. C.
	No. 5 Bluff View,
Eunice Kirkpatrick—Mrs. Joseph Rankin ..	Chattanooga, Tenn.
Birdie McKinney	Wilson, N. C.
Rosa Rowe—Mrs. W. R. Weaver	Newton, N. C.
Laura Sanford—Mrs. R. T. Faucette	Chattanooga, Tenn.
Bertha Sugg—Mrs. O. L. McCullen	Faison, N. C.
Ida Wharton—Mrs. J. D. Grimes	Washington, N. C.
Frances Winston	Franklinton, N. C.
Frances Womble	Greensboro, N. C.
Elizabeth Zoeller	Tarboro, N. C.

CLASS OF 1902

Sara Allen	Raleigh, N. C.
Cora Asbury—Mrs. W. F. Ingram	Mt. Gilead, N. C.
Eliza Austin—Mrs. W. J. Shearin	Whitakers, N. C.
Annie Beaman	Goldsboro, N. C.
Susie Bowling—Mrs. C. T. Pearson (Dec'd)	Durham, N. C.
Virginia Brown—Mrs. R. D. Douglas	Greensboro, N. C.
Daphne Carraway	Warrenton, N. C.
Frances Cole—Mrs. F. H. Nicholson	Greensboro, N. C.
Ida Cowan	Durham, N. C.
Ione Dunn	Ashëville, N. C.
Minnie Field	Greensboro, N. C.
Fannie Freeman—Mrs. R. H. Fulghum	Wilson, N. C.
Antoinette Gregory—Mrs. M. Makely, Jr. ..	Swan Quarter, N. C.
Annie Harrison—Mrs. C. G. Winstead	Wilmington, N. C.
Sadie Klutz	Salisbury, N. C.
Virginia Leggett	Scotland Neck, N. C.
Ella Mallison—Mrs. David Lucas	Middleton, N. C.
Florence Mayerberg	Goldsboro, N. C.
Annette Morton—Mrs. J. N. Rice	Clatskanie, Oregon.
Fannie Moseley—Mrs. E. G. Barrett	Kinston, N. C.
Mary Scott Munroe	Goldsboro, N. C.
Virginia Newby—Mrs. W. C. Crowell	Monroe, N. C.
Lula Noell—Mrs. T. C. Markham	Durham, N. C.
Catherine Pace—Mrs. John G. Cox	Kinston, N. C.
Julia Pasmore	Cary, N. C.
Alma Pittman	Shaoshing, China.
Carrie Sparger—Mrs. C. L. Coon	Wilson, N. C.
Elizabeth Stamps—Mrs. B. M. Parker (Dec.)	Raleigh, N. C.
Annie Stewart—Mrs. W. E. Marsh	R. 3, Monroe, N. C.

Cora Stockton	Asheville, N. C.
Bettie Tripp	Durham, N. C.
Sallie Tucker—Mrs. Walter Harding	Grifton, N. C.
Neita Watson—Mrs. Ben G. Allen	Henderson, N. C.
Jessie I. Williams	Reidsville, N. C.

CLASS OF 1903

Berta Albright—Mrs. F. W. Moore	Burlington, N. C.
Olive Allen (Deceased)	Henderson, N. C.
Mary H. Bridgers	Tarboro, N. C.
Gertrude Bryan—Mrs. E. Manly Toon	Whiteville, N. C.
Flossie Byrd	Greensboro, N. C.
Ida W. Edwards	Ayden, N. C.
Lyda Faison—Mrs. E. W. Barnes	Kings Mountain, N. C.
Lucille Foust	319 Home Ave., Clarksville, Tenn.
Ellen Lynch Garrett—Mrs. J. M. Daniel ...	Greenville, N. C.
Eula Glenn	Gastonia, N. C.
Lelia Hampton	Greensboro, N. C.
Ida Hankins	Seoul, Korea, Care Methodist Mission.
Sudie Harding—Mrs. Hannis T. Latham ...	Washington, N. C.
Bessie Harris—Mrs. S. B. Denny	Hartsville, S. C.
Frances Hodges	4003 Chestnut St., Philadelphia, Pa.
Genevieve Jennings—Mrs. John Hammer ...	Greensboro, N. C.
Florrie King—Mrs. N. E. Morgan	Atlanta, Ga.
Annie Kiser—Mrs. Tom Bost	Raleigh, N. C.
Bettie Aiken Land	Greensboro, N. C.
Sallie L. Lewis—Mrs. Herbert Early	Aulander, N. C.
Lillian Massey	High Point, N. C.
Mary T. Moore	Greensboro, N. C.
Florida Morris—Mrs. W. H. Vanderlinden ..	Hendersonville, N. C.
Nettie L. Parker—Mrs. Albert C. Wirth ...	Greensboro, N. C.
Ida Satterthwaite—Mrs. Clarence Dunbar ..	High Point, N. C.
Ida Smith—Mrs. D. P. Waters	Iron Station, N. C.
Christina Snyder	Newark, N. Y.
Wil Warder Steel—Mrs. T. H. Tate (Dec'd)	Greensboro, N. C.
Mary Ward	403 Jackson St., Atlanta, Ga.
Pearl Wyche	Greensboro, N. C.

CLASS OF 1904

Millie Archer—Mrs. T. D. Ravenel	Green Pond, S. C.
Kate Barden—Mrs. S. G. Winstead	Roxboro, N. C.

Maggie Burkett—Mrs. S. C. Brawley	R. 1, W. Durham, N. C.
Marie Buys—Mrs. J. G. Hardison	Box 982, Norfolk, Va.
Tempe Dameron	Buckhannon, W. Va.
Lettie Glass	Greensboro, N. C.
Mabel Graeber	Concord, N. C.
Julia Hamlin—Mrs. W. T. Robinson	Clinton, Ky.
Berlie A. Harris—Mrs. T. H. Williamson ..	Greensboro, N. C.
Eugenia Harris—Mrs. Earl P. Holt	Oak Ridge, N. C.
Annie Belle Hoyle—Mrs. J. E. Ayscue	Wakefield, N. C.
Maude Hoyle	Charlotte, N. C.
Charlotte Ireland—Mrs. Wm. I. Thompson .	Faison, N. C.
Mary Jones	New Bern, N. C.
Anna Killian—Mrs. A. J. Barwick	Raleigh, N. C.
Florence Ledbetter	Greensboro, N. C.
Anna Merritt—Mrs. Wm. A. Bradsher	Roxboro, N. C.
Catherine Nash—Mrs. C. R. McIver	Greensboro, N. C.
Swanna Pickett—Mrs. W. H. Henderson ...	Chester, S. C.
Elizabeth Rawls—Mrs. W. J. Strickler	Burkeville, Va.
Evelyn Royall—Mrs. Wm. N. Coward	Cullowhee, N. C.
Eugenia Satterwhite—Mrs. L. O. Reavis ...	Manson, N. C.
Nathalie Smith—Mrs. T. Robertson (Dec'd)	Scotland Neck, N. C.
May Stewart—Mrs. S. Glenn Brown	Greensboro, N. C.
Mattie Taylor—Mrs. J. E. Gill	R. 4, Henderson, N. C.
Rosa Wells	Wilson, N. C.
Mattie D. Williams—Mrs. Lewis Scoggin ..	Louisburg, N. C.
Susie E. Williams	Reidsville, N. C.

CLASS OF 1905

Rosa W. Bailey	Woodleaf, N. C.
Nettie Beverly—Mrs. Durham D. Belvin ...	R. 2, Durham, N. C.
Ione Cates	Greensboro, N. C.
Mary Coffey	Lenoir, N. C.
Bessie Crowell	Charlotte, N. C.
Josie Dameron	Warrenton, N. C.
Bessie Daniel	R. 5, Roxboro, N. C.
Mary Davis—Mrs. J. W. Sewell	Monroe, N. C.
Sadie Davis—Mrs. Eugene E. Gray, Jr.	Raleigh, N. C.
Louise Dixon—Mrs. C. L. Crane	Mutoto, Congo Belge, Africa, via Antwerp.
Emma Duffy—Mrs. J. V. Blades	New Bern, N. C.
Kate Finley	Rockingham, N. C.
Ruth Fitzgerald	Greensboro, N. C.
Inez Flow	1422 Potomac Ave, S. E., Washington, D. C.
Jennie Hackett—Mrs. Hugh Cranor	N. Wilkesboro, N. C.
Ethel L. Harris—Mrs. Geo. R. Kirby	Philadelphia, Pa.

May Hendrix—Mrs. J. B. Fleet	Richmond, Va.
Mary Weldon Huske—Mrs. R. H. Lewis, Jr..	Oxford, N. C.
Mary Jarman	Huchow, China, Chekiang Province .
Mary Kennedy	Houstonville, N. C.
Mary Wills McCulloch	Greensboro, N. C.
Annie Martin McIver—Mrs. Jas. R. Young .	Greensboro, N. C.
Josephine Morton	Townsville, N. C.
Frances Nicholson	Statesville, N. C.
Claude Poindexter	Winston, N. C.
Elizabeth Powell	426 Lester Ave., Oakland, Cal.
Josephine Rainey—Mrs. Osmond Smith	R. 1, Milton, N. C.
Annie D. Rabe	Salisbury, N. C.
Edna Reinhardt	R. 1, Stanley, N. C.
Emma Sharpe—Mrs. Moulton Avery	Greensboro, N. C.
Annie Lee Shuford—Mrs. B. R. Wall	Lilesville, N. C.
Lettie Spainhour—Mrs. P. W. Hamlett	Care S. Baptist Mission, Soochow, China.
Clara Spicer	Goldsboro, N. C.
Lizzie B. Stokes—Mrs. W. Guy Newby	Hertford, N. C.
Lelia Styron	New Bern, N. C.
Grace Tomlinson—Mrs. W. F. Eagles	Wilson, N. C.
Rebecca Warlick—Mrs. W. H. Everhart (Dec'd)	Newton, N. C.
Mary R. Williams—Mrs. H. L. Hicks	Tarboro, N. C.
Mattie Yokeley—Mrs. R. A. George	Mt. Airy, N. C.

CLASS OF 1906

Jannet Austin—Mrs. John R. Chambliss	Rocky Mount, N. C.
Mary Benbow—Mrs. P. Watt Richardson ..	Greensboro, N. C.
Stella Blount—Mrs. Haywood Hyman	Scotland Neck, N. C.
Willie Brown—Mrs. J. F. Reinhardt	R. F. D., Stanley, N. C.
Estelle Davis	Shelby, N. C.
Daisy Donnell—Mrs. B. R. Craven	Concord, N. C.
Josie Doub—Mrs. J. R. Bennett	Rocky Mount, N. C.
Carrie Glenn	Gastonia, N. C.
Carrie Graeber—Mrs. L. H. Redditt	Edward, N. C.
May Hampton—Mrs. J. L. Caldwell	Laurinburg, N. C.
Elizabeth Hicks	Faison, N. C.
Margaret Horsfield	Rye, N. Y.
Sallie Hyman—Mrs. L. W. Leggett	Hobgood, N. C.
Meta Liles	Tarboro, N. C.
Emma McKinney	Reidsville, N. C.
Hattie L. Martin—Mrs. Odin J. Hill	Mooreville, N. C.
Hattie O'Berry—Mrs. Frank Lee	Faison, N. C.

Blanche Stacy—Mrs. H. F. Kinsman	Hamlet, N. C.
Florence Terrell—Mrs. Jas. K. Dorsett	Spencer, N. C.
Jennie Todd	Excelsior, W. Va.
Martha E. Winfield	Greensboro, N. C.

CLASS OF 1907

Nell Armfield	Statesville, N. C.
Blanche Austin	Charlotte, N. C.
Agnes Blake	Willow Creek, Montana.
Eula Blue	Carthage, N. C.
Mariam Boyd	Warrenton, N. C.
Margaret Call—Mrs. J. H. Thompson	N. Wilkesboro, N. C.
Mary G. Carter—Mrs. W. Crump (Dec'd) ..	Warrenton, N. C.
Lina Clare Case—Mrs. F. P. Ingram	High Point, N. C.
Janet Crump—Mrs. Eugene P. Gray	Winston, N. C.
Ethel Dalton	Winston, N. C.
Mena Davis—Mrs. Robert McArthur	Winston, N. C.
Rosa Lee Dixon	Hickory, N. C.
Eleanore Elliott—Mrs. Dudley D. Carroll ..	Chapel Hill, N. C.
Mary Exum	Snow Hill, N. C.
Grace Gill	Laurinburg, N. C.
Florence Gray	Greensboro, N. C.
Lillian Gray—Mrs. B. B. Sugg	Greenville, N. C.
Belle Hampton	Wilson, N. C.
Winifred Harper	Snow Hill, N. C.
Lucy Hawkins—Mrs. Frances E. Thomas ...	Wadesboro, N. C.
Elizabeth Howell	Asheville, N. C.
Mabel Howell—Mrs. R. H. Reynolds	Raleigh, N. C.
Kate Huske—Mrs. Horace Vance	Salem, N. C.
Mary Hyman	Stantonsburg, N. C.
Marjorie Kennedy—Mrs. E. E. White	Greensboro, N. C.
Inez Koonce—Mrs. Marvin H. Stacy	Chapel Hill, N. C.
Lena Leggett—Mrs. C. J. Smith	Dunn, N. C.
Elizabeth LeGwin—Mrs. Blake Applewhite .	Wilmington, N. C.
May Lovelace—Mrs. C. F. Tomlinson	High Point, N. C.
Ethel Lyon	Raleigh, N. C.
Elinor Murr—Mrs. W. F. Gray	Wadesboro, N. C.
Mary Reid—Mrs. Vernon Idol	High Point, N. C.
Mary Robinson	Morven, N. C.
Janie Robinson—Mrs. J. W. Pearson	Clinton, N. C.
Mattie Kate Shaw	Carthage, N. C.
Willie Spainhour—Mrs. Isaac Greer	Boone, N. C.
Mary Strudwick	Greensboro, N. C.
Flora Thornton—Mrs. Frederick Archer	Greensboro, N. C.
Mary Thorpe—Mrs. J. L. Horne, Jr.	Rocky Mount, N. C.
Mamie Toler—Mrs. W. M. Bailey	Embreeville, Pa.

Lulie Whitaker	Winston-Salem, N. C.
Iola White—Mrs. L. K. Thompson	Greensboro, N. C.
Vaughn White—Mrs. Dorsey Holoman	Rich Square, N. C.
Sue P. Williams—Mrs. B. B. Williams	Warrenton, N. C.
Daisy Wilson—Mrs. E. F. Brinson (Dec'd) .	
Anna May Withers—Mrs. C. W. Pipkin	Broadway, N. C.

CLASS OF 1908

Catherine Arnold	Cameron, N. C.
Delha Austin (Deceased)	Tarboro, N. C.
Maggie Barwick—Mrs. Louis D. Womble ...	Raleigh, N. C.
Nettie Brogden—Mrs. Luther Herring	Greenville, N. C.
Ella Battle	Rocky Mount, N. C.
Ethel Brown	1726 15th St., N. W., Washington, D. C.
Ida L. Byerly	Yadkin College, N. C.
Hattie Clement—Mrs. W. T. Yancey	Oxford, N. C.
Loula Craven—Mrs. L. A. Weddington	Concord, N. C.
Mary Fitzgerald	Greensboro, N. C.
Alice Flintoff—Mrs. J. T. Sledge	R. 5, Danville, Va.
Edna Forney	Greensboro, N. C.
Elvira Foust—Mrs. John O. Plonk	Kings Mountain, N. C.
Bertie Freeman	Greensboro, N. C.
Lemma Gibbs	Reidsville, N. C.
Emma W. Gill	Laurinburg, N. C.
Lena Glenn	Gastonia, N. C.
Hattie Griffin	Goldsboro, N. C.
Blanche Hanes—Mrs. J. Frank Clement	Winston, N. C.
Ethel Hodges—Mrs. A. M. McDonald	Raleigh, N. C.
Annie May Hunter	Henderson, N. C.
Elizabeth Hyman	Hobgood, N. C.
Bessie Ives	Bayboro, N. C.
Lucy Jones	Greensboro, N. C.
Nell Joyce	Danbury, N. C.
Ethel Kelly	Jackson, N. C.
Frances Lacy	Millbrook, N. C.
Rena Lassiter—Mrs. A. V. Joyner	Waynesville, N. C.
Bettie Leary—Mrs. Julian M. Hassell	Jamesville, N. C.
Marianna Mann—Mrs. W. C. Phillips	Raleigh, N. C.
Mary Agnes Monroe—Mrs. F. H. Hobbs ...	Fayetteville, N. C.
Bright Ogburn—Mrs. J. L. Hoyle	Charlotte, N. C.
Nemmie Paris—Mrs. Frank Winslow	Rocky Mount, N. C.
Minnie Lee Peedin	Gastonia, N. C.
Martha T. Petty—Mrs. J. H. Hannah	Roanoke, Va.
Carrie H. Powell—Mrs. R. D. Smith	1412 Ferger Ave., Fresno, Cal.
Etta E. Powell—Mrs. H. B. Harris	Rocky Mount, N. C.

Margaret Redmond—Mrs. J. Kelly Thigpen . Waynesville, N. C.
 Janette Rudisill—Mrs. R. L. Godwin Dunn, N. C.
 Sallie S. Smith—Mrs. E. P. Davis Duke, N. C.
 Dora May Snipes—Mrs. R. C. Mozingo Goldsboro, N. C.
 Eliza Stevens—Mrs. B. W. Cox R. 4, Goldsboro, N. C.
 Belle Strickland—Mrs. R. Harward Apex, N. C.
 Willie White—Mrs. Grover Boyette R. 2, Wilson, N. C.
 Mary E. Williams—Mrs. J. Y. Templeton .. Portsmouth, Va.
 Mattie E. Williams Greensboro, N. C.
 Frances P. Wright Shortoff, N. C.

CLASS OF 1909

Jean Booth—Mrs. J. A. Matheson Greensboro, N. C.
 Bessie Cauble Black Mountain, N. C.
 Okla Dees—Mrs. Chas. Hendley Patterson, N. J.
 Nettie Dixon Greensboro, N. C.
 Edna Duke—Mrs. W. D. Johnson St. Pauls, N. C.
 Evelyn Gudger—Mrs. Guy Roberts Marshall, N. C.
 Cora Hart Gastonia, N. C.
 Paulina Hassell R. 2, Edenton, N. C.
 Kate Jeffreys—Mrs. M. C. Carmichael New York City.
 Flieda Johnson Greensboro, N. C.
 Florence Landis Oxford, N. C.
 Lola Lasley—Mrs. E. S. W. Dameron Burlington, N. C.
 Mary B. Mitchell Greensboro, N. C.
 Hal Morrison Statesville, N. C.
 Velna Pope—Mrs. H. L. Land Hamlet, N. C.
 Linda Shuford—Mrs. C. E. McIntosh Raleigh, N. C.
 Clara Sloan—Mrs. John R. Rankin Gastonia, N. C.
 Jessie Smoak—Mrs. R. B. Pharr Wilkesboro, N. C.
 Claude Umstead Rougemont, N. C.

CLASS OF 1910

Belle Avera Andrews Raleigh, N. C.
 Mary Louise Brown Wilmington, N. C.
 Bessie Durand Coats Greensboro, N. C.
 Margaret Ellen Cooper—Mrs. J. S. Cook ... Evenwood, W. Va.
 Mellie M. Cotchett Wilmington, N. C.
 Annie Dent Davis Greensboro, N. C.
 Lula John Dixon—Mrs. W. H. Meroney Murphy, N. C.
 Mamie Barnes Griffin—Mrs. F. Scarborough. 1375 Irving St., N. W.,
 Washington, D. C.
 Annie Lee Harper—Mrs. J. M. Liles Wadesboro, N. C.
 Edith Hassell R. 2, Edenton, N. C.
 Belle Hicks—Mrs. S. P. Purvis Salisbury, N. C.
 Harriet Eleanor Huske Fayetteville, N. C.

Emilie Slade Hyman	Hobgood, N. C.
Margaret Warren John	Fayetteville, N. C.
Viola Keeter—Mrs. Joseph Wharton	Greenwood, S. C.
Katie Kime	Greensboro, N. C.
Clara Irene Lamb—Mrs. E. B. Craven	Elizabeth City, N. C.
Alice Cordelia Ledbetter—Mrs. C. S. Walters	Pilot Mountain, N. C.
Mary McCulloch	Greensboro, N. C.
Winnie E. McWhorter—Mrs. R. L. Cox	Calypso, N. C.
Annie Laurie Martin—Mrs. E. W. Cole	Salisbury, N. C.
Edith Mason	Stanley, N. C.
Annie Moring—Mrs. Kemp Alexander	Asheboro, N. C.
Annette C. Munds—Mrs. Walter M. Kenly ..	Easton, Md.
Frances Willard Powers	516 B. St., N. E., Washington, D. C.
Eunice Hall Roberts	Shelby, N. C.
Pearl Robertson	1363 Monroe St., N. W., Washington, D. C.
Elizabeth Robinson	Fayetteville, N. C.
Clyde Stancill—Mrs. Judson Blount	Bethel, N. C.
Marion Lee Stevens—Mrs. G. P. Hood	Morehead City, N. C.
Jane Summerell	Greensboro, N. C.
Anna Glenn Vernon—Mrs. J. W. Prickett ..	Nashville, Tenn.
Nora Belle Wilson	Charlotte, N. C.
Louise Wooten—Mrs. S. R. Griffin	Nashville, N. C.
Laura Barbara Weill—Mrs. Julius Cone ...	Greensboro, N. C.

CLASS OF 1911

Lily May Batterham	3 Bank St., New York City.
Eleanor Rose Batterham	3 Bank St., New York City.
Bessie Bennett	New Bern, N. C.
Mary Leta Berry	Swan Quarter, N. C.
Antoinette Black—Mrs. M. O'H. Alexander .	Boston, Mass.
Frances B. Broadfoot—Mrs. J. H. Claypoole .	New Bern, N. C.
Annie Goodloe Brown	Vaughan, N. C.
Bonnie Mae Brown	Tarboro, N. C.
Mary Olivia Burbage—Mrs. J. R. Campbell .	Plymouth, N. C.
Nora Carpenter	Cane River, N. C.
Bertha Daniel—Mrs. Ed. Cloyd	W. Raleigh, N. C.
Jessie Earnhardt—Mrs. T. E. Christenberry .	Macon, Ga.
Catherine Ervin	Morganton, N. C.
Georgie Hicks Faison	Clinton, N. C.
Margaret J. Faison	Clinton, N. C.
Lena Green—Mrs. A. A. Armstrong	Fayetteville, N. C.
Zora Hannah	Salisbury, N. C.
Pearl Holloway	Gorman, N. C.
Myrtle B. Johnson—Mrs. L. E. Hassell	Roper, N. C.

Catherine H. Jones—Mrs. J. W. Pierce	....	Durham, N. C.
Marea Jordan—Mrs. M. E. Yount	.....	Statesville, N. C.
Zannie Koonce	.....	Chadbourn, N. C.
Nannie Lacy	.....	Millbrook, N. C.
Edith Latham—Mrs. A. C. Settan	.....	Glen Allen, Va.
Minnie Littman	.....	519 W. 121 St., New York City.
Adelaide Morrow	.....	Mebane, N. C.
Katherine Norfleet	.....	Roxobel, N. C.
Natalie Nunn	.....	Kinston, N. C.
Allie Parsons—Mrs. K. G. Winstead	.....	Wilson, N. C.
Margaret Pickett—Mrs. J. J. Hamlin	.....	High Point, N. C.
Huldah Slaughter	.....	Goldsboro, N. C.
Delorah Steppe	.....	Hendersonville, N. C.
Ada Viele	.....	Natal, Brazil.
May Vickery—Mrs. Jarvis Faucette	.....	Brown Summit, N. C.
Mary Olive Walters—Mrs. T. C. Chappell	..	Hertford, N. C.
Harriet C. Wardlaw	.....	Greensboro, N. C.
Lelia White	.....	Henderson, N. C.
Annie Louise Wills	.....	Brinkleyville, N. C.

CLASS OF 1912

Ivor Aycock	.....	Fremont, N. C.
Margaret Kollock Berry	.....	Charlotte, N. C.
Leah Boddie	.....	Durham, N. C.
Mary Katherine Brown	.....	Albemarle, N. C.
Jamie Bryan	.....	Greenville, N. C.
Hattie E. Burch	.....	Roxboro, N. C.
Elizabeth N. Burwell	.....	Oxford, N. C.
Claudia Cashwell	.....	Gastonia, N. C.
Annie Moore Cherry	.....	Scotland Neck, N. C.
Dora Coats	.....	Reidsville, N. C.
Margaret Cameron Cobb	.....	208 London St., Portsmouth, Va.
Madge Coble	.....	Greensboro, N. C.
Maggie Linda Coble	.....	Greensboro, N. C.
Annie Franklin Cummins	.....	1515 Floyd Ave., Richmond, Va.
Mary Fay Davenport	.....	Greensboro, N. C.
Grace Elizabeth Eaton	.....	Statesville, N. C.
Lucile Marshall Elliott	.....	Greensboro, N. C.
Clyde Fields	.....	Amelia, N. C.
Nettie Jane Fleming—Mrs. L. B. Smith	....	Wilmington, N. C.
Rebecca Hilliard Foust—Mrs. A. B. Bynum	..	Winston-Salem, N. C.
Louise North Gill	.....	Laurinburg, N. C.
May Green	.....	Winston-Salem, N. C.

Myrtle Green	Stovall, N. C.
Lucy Hamilton—Mrs. G. C. Little	Newton, N. C.
Alice Gill Harris (Deceased)	Wake Forest, N. C.
Rebecca Ashford Herring	Clinton, N. C.
Hattie Sherrod Howell	Tarboro, N. C.
Florence Rebecca Hunt (Deceased)	Oxford, N. C.
Hazel Hunt—Mrs. Andrew Smith	Goldsboro, N. C.
Ethel Lillian Ivey	Seven Springs, N. C.
Mabel Gerding Jetton	Shelby, N. C.
Margaret E. Johnson—Mrs. H. J. Evans	Unsan, Kiuko, Chosen
Ara Virginia Jordan—Mrs. Claude S. Tate .	Littleton, N. C.
Bessie Jordan	Hendersonville, N. C.
Amy E. Joseph	Goldsboro, N. C.
Lucy Landon—Mrs. Everett Lindsay	Winston-Salem, N. C.
Louise Lucas	White Oak, N. C.
Ethel McNairy	Statesville, N. C.
Lucile Middleton—Mrs. W. R. Ivey	Lenoir, N. C.
Alice Tye Morrison—Mrs. E. L. Malone ...	Columbus, Miss.
Kate Lea Owen	Winston-Salem, N. C.
Mary K. Van Poole	Salisbury, N. C.
Lucy Belle Robertson	1363 Monroe St., N. W., Washington, D. C.
Harriette Ethel Skinner—Mrs. H. H. Phillips	Tarboro, N. C.
Mary Slaughter	Goldsboro, N. C.
Katie Norma Smith	Gastonia, N. C.
Thelma Smith	Wilmington, N. C.
Pattie Louise Spruill	Atlanta, Ga.
Kate R. Styron—Mrs. F. H. McCullough ...	Wilmington, N. C.
Sarah McEwen Tulbert	Wilkesboro, N. C.
Catherine E. Vernon	Rockingham, N. C.
Emma Vickery—Mrs. Chas. McFarland	Rutherfordton, N. C.
Alice Iva Whitson	R. 2, Asheville, N. C.
Margaret Rebecca Wilson	R. 8, Charlotte, N. C.
Penelope Witherington	Goldsboro, N. C.

CLASS OF 1913

Eula Beatrice Alexander	Stony Point, N. C.
Maude Huntley Beatty	Tarboro, N. C.
Hazel Lucile Black	Wilmington, N. C.
Ethel Condo Bollinger	Greensboro, N. C.
Lura Savannah Brogden	Tarboro, N. C.
Clara Booth Byrd	Greensboro, N. C.
Lucile Cavanaugh—Mrs. Cavanaugh	Wilmington, N. C.
Mary Elizabeth Craig	Care City P. O. Sec'y, Washington, D. C.
Louise Wood Crawford	Goldsboro, N. C.

Lillian Gorham Crisp	Falkland, N. C.
Ruth Deans—Mrs. B. A. Joyner	Faison, N. C.
Martha Hicks Faison	Faison, N. C.
Gertrude Griffin—Mrs. C. E. Norris	Kinston, N. C.
Ione Holt Grogan	Reidsville, N. C.
Huldah Groome—Mrs. F. R. McNinch	Charlotte, N. C.
Jane Ruth Groome	Charlotte, N. C.
Meriel Everett Groves	Rockingham N. C.
Sallie Lorena Gudger (Deceased)	Asheville, N. C.
Mildred Harrington	Carthage, N. C.
Florence L. Hildebrand	Winston-Salem, N. C.
Myrtle Horney—Mrs. R. P. Bradley	Scotland Neck, N. C.
Verta Louise Idol—Mrs. S. C. Coe	High Point, N. C.
Florence Jeffress	Wilmington, N. C.
Nell B. Johnston	Salisbury, N. C.
Mary Eva Jordan—Mrs. C. J. McFadden ...	Asheville, N. C.
Marianna Poisson Justice—Mrs. K. Hardison	Wadesboro, N. C.
Ethel Keeter—Mrs. J. H. B. Jenkins, Jr. .	Rock Hill, S. C.
Rachel Susan Lynch	Chapel Hill, N. C.
Margaret W. Mann—Mrs. L. D. Swindell ..	Swan Quarter, N. C.
Corinna LeMay Mial	Raleigh, N. C.
Florence Eva Mitchell—Mrs. A. J. Sanders .	McAdenville, N. C.
Hattie Yetta Motzno	Washington, D. C.
Ivey Henrietta Paylor	Greensboro, N. C.
Isabel Pierson	Enfield, N. C.
Alice Walker Phelps	Tarboro, N. C.
Mary Gilmer Porter—Mrs. H. D. Mitchell ..	Franklinton, N. C.
Mildred Rankin	Gastonia, N. C.
Sadie Lillian Rice—Mrs. H. D. Reid	Columbia, S. C.
Katherine McD. Robinson	Fayetteville, N. C.
Lizzie Jeffrey Roddick—Mrs. M. T. Edgerton	Winston-Salem, N. C.
Christine B. Rutledge—Mrs. R. M. Rickert.	Statesville, N. C.
Minnie Gaston Somers	Mt. Airy, N. C.
Pattie Glenn Spurgeon	Hillsboro, N. C.
Grace C. Stanford—Mrs. W. A. Lambertson .	Rich Square, N. C.
Sallie McKenzie Sumner	Lincolnton, N. C.
Gretchen Arnold Taylor	Greensboro, N. C.
Mary Alice Tennent	Greensboro, N. C.
Carrie McInnis Toomer	Wilmington, N. C.
Annie Penelope Whitty—Mrs. E. J. Daniel .	R. 1, Oxford, N. C.
Anna Littlepage Williams	Greensboro, N. C.

CLASS OF 1914

Louise Alexander	Charlotte, N. C.
Coline Austin	Winston-Salem, N. C.
Effie Baynes	Bushy Fork, N. C.

Louise Bell	New Bern, N. C.
Sallie Boddie	Rockingham, N. C.
Annie E. Bostian	Salisbury, N. C.
Marguerite Brooks—Mrs. N. S. Plummer ..	Apt. 4, 1901 15th St., Washington, D. C.
Maud Bunn—Mrs. Kemp D. Battle	Rocky Mount, N. C.
Bessie Craven—Mrs. S. R. Clinard	Greensboro, N. C.
Lalla Daughety	Kinston, N. C.
Laura Murphy Faison	Washington, D. C.
Ruth S. Faison	Greensboro, N. C.
Nina Garner	Wilson, N. C.
Ethie Garrett	Greensboro, N. C.
Gladys Goodson	Marion, N. C.
Mary E. Green	Thomasville, N. C.
Pattie J. Groves	Rowland, N. C.
Ruth P. Gunter	Sanford, N. C.
Elizabeth D. Hall	Belmont, N. C.
Ruth Hampton—Mrs. LeRoy Shuping	Greensboro, N. C.
Hallie W. Holloway	Gorman, N. C.
Mamie Holloway	Gorman, N. C.
Iris Holt—Mrs. J. H. McEwen	Burlington, N. C.
Esther Horn	Mocksville, N. C.
Elsie House	Marion, N. C.
Lillian Hunt	Wilson, N. C.
Cora John—Mrs. C. H. Kirkman	Pleasant Garden, N. C.
Clara L. Johnson	Greensboro, N. C.
Helen A. Jones	Greensboro, N. C.
Louise Jones	Durham, N. C.
Audrey Kennette	Mooresville, N. C.
Susan Landon	Wilson, N. C.
Ada Lentz	Gold Hill, N. C.
Edith Lineberger	Belmont, N. C.
Mattie Lipe—Mrs. J. H. Mashburn	R. F. D., Bentonville, N. C.
Elizabeth W. Long—Mrs. Mac. Jones	Fairview, N. C.
Emma G. Lossen	Wilmington, N. C.
Belle Lupton	Belhaven, N. C.
Mattie McKinney	Statesville, N. C.
May McQueen	Morven, N. C.
Lila Melvin—Mrs. Walter N. Rhyne	Roxboro, N. C.
Fannie S. Mitchell	Greensboro, N. C.
Eliza C. Moore	Greenville, N. C.
Eleanor Morgan	Norman, Okla.
Jeannette Musgrove—Mrs. H. V. Bounds ..	Weldon, N. C.
Effie Newton	Rocky Mount, N. C.
Daisy Pinner	Canton, N. C.
Rochelle Pippin	Wakefield, N. C.
Lillian Reeves—Mrs. M. B. Wyatt	Durham, N. C.

Irene Robbins	Lenoir, N. C.
Mary Alice Robbins	Lenoir, N. C.
Fannie B. Robertson	Rowland, N. C.
Katherine Rockett	Haw River, N. C.
Annie V. Scott, M. D.—Lying In Hospital ..	2nd Ave. & 18th St., New York City.
Sarah P. Shuford	Newton, N. C.
Margaret N. Smith	Edenton, N. C.
Margaret C. Sparger	Mount Airy, N. C.
Bertha Stanbury—Mrs. W. L. Scott	Jefferson, N. C.
Hazel Stephens	Greensboro, N. C.
Willie May Stratford	Charlotte, N. C.
Pearl Temple	Sanford, N. C.
Bessie Terry	Rockingham, N. C.
Winifred Turlington—Mrs. Ernest Smith ...	Fayetteville, N. C.
Nola Wagstaff—Mrs. J. N. Highsmith	Atkinson, N. C.
Agnes Warren	Dunn, N. C.
Anne Watkins	Rockingham, N. C.
Pauline B. White	1318 R. I. Ave., N. W., Washington, D. C.
Clara Whitley	Smithfield, N. C.
Emma Wilson—Mrs. E. W. Norwood	Goldsboro, N. C.
Annie May Woodside	Southport, N. C.

CLASS OF 1915

Annie P. Albright	Fremont, N. C.
Ruth Albright	2501 Wis. Ave., Washington, D. C.
Edith Avery—Mrs. C. S. Noble	Winston-Salem, N. C.
Gladys Avery—Mrs. C. W. Tillett, Jr.	801 N. Tryon, St., Charlotte, N. C.
Hallie Beavers	1313 "K" St., N. W., Washington, D. C.
Julia Holt Black	Carthage, N. C.
Julia O. Bryan—Mrs. Archie Futrell	Nashville, N. C.
Kate Bullard	Penniman, Va.
Julia May Canaday	Benson, N. C.
Gertrude Carraway	New Bern, N. C.
Ernestine Cherry	Scotland Neck, N. C.
Mabel Cooper	Wilson, N. C.
Martha Decker—Mrs. J. E. Kanipe	Marion, N. C.
Roselle Ditmore—Mrs. J. W. McIntosh	Greensboro, N. C.
Mamie Eaton	Statesville, N. C.
Lillian Ellis—Mrs. A. O. Sisk	Belmont N., C.
Katherine A. Erwin	Brevard, N. C.
Ruth Gaither	Harmony, N. C.

Annie T. Glenn	Gastonia, N. C.
Lena Glenn	Stoneville, N. C.
Elizabeth C. Gray	R. 6, Charlotte. N. C.
Edith Haight—Wellesley College	Wellesley, Mass.
Ruth E. Harris	Fayetteville, N. C.
Gay Holman—Mrs. Walter Spivey	Rich Square, N. C.
Inez Honrine	Wilsons Mills, N. C.
Florence Hughes—Moody Bible Institute ..	Chicago, Ill.
Annie R. Humbert	Wadesboro, N. C.
Helen R. Hunt—Mrs. Theo. Parham	Oxford, N. C.
Mazie D. Kirkpatrick	Reidsville, N. C.
Margaret C. Linker	Salisbury, N. C.
Vonnie McLean	Democrat, N. C.
Hildah J. Mann	Swan Quarter, N. C.
Vera Millsaps	Tarboro, N. C.
Berthel Mitchell	Gastonia, N. C.
Mamie A. Morgan	Tarboro, N. C.
Susan L. Rankin—Mrs. R. T. Fountain	Rocky Mount, N. C.
Alice J. Sawyer	Wilmington, N. C.
Pauline E. Shaver	Salisbury, N. C.
Cora Belle Sloan—Mrs. D. T. Caldwell	Wilmington, N. C.
Janie Stacey	Reidsville, N. C.
Rebecca Stimson	Gastonia, N. C.
Lynette Swain, Mrs. Vernon F. Ross, Jr. ...	Wilson, N. C.
Ethel Thomas	Lenoir, N. C.
Belle Walters	Kinston, N. C.
Ethel Wells	Greensboro, N. C.
Mildred White—Mrs. Ray M. Ritchie	R. 1, Mebane, N. C.
Louise Whitley	Albemarle, N. C.
Nannie N. Williams	Goshen, N. C.
Margaret Willis	Statesville, N. C.
Carey Wilson—Mrs. G. W. Taylor	Mooreville, N. C.
Mary Lee Wilson	Archdale, N. C.
Mary Worth	Wilmington, N. C.
Bessie Wright	Salisbury, N. C.

CLASS OF 1916

Maude Bagwell	Angier, N. C.
Annie Beam	Shelby, N. C.
Rosa Blakeney	Shelby, N. C.
Tempe C. Boddie	Greensboro, N. C.
Joy Briggs	Greensboro, N. C.
Cora Caudle	Houstonville, N. C.
Jeannette Cox	Winterville, N. C.
Elizabeth Craddock—Mrs. A. S. Chadbourn .	Chadbourn, N. C.
Eunice Daughety	Kinston, N. C.

Anna W. Doggett	Brown Summit, N. C.
Mary J. Dorrity	Goldsboro, N. C.
May L. Fallon—Mrs. J. H. Boyce	Mitchell College, Statesville, N. C.
Lizzie Fuller	Lenoir, N. C.
Jessie Gainey	Fayetteville, N. C.
Louise W. Goodwin	Tarboro, N. C.
Jessie Groome	R. F. D., Greensboro, N. C.
Mary W. Gwynn	Leaksville, N. C.
Sarah M. Gwynn	Millersville, Md.
Lucy A. Hatch	Burlington, N. C.
Claire Henley	Greensboro, N. C.
Elizabeth Horton	1236 Columbia Road, Washington, D. C.
Mary Hunter	Greensboro, N. C.
Janie Ipock	Selma, N. C.
Octavia Jordan	Durham, N. C.
Lorena Kernodle	Graham, N. C.
Addie Kluttz	West Durham, N. C.
Nannie S. Lambert—Girls' Friendly Society	Lodge, Washington, D. C.
Arey Lipe	Wilson, N. C.
Edwina Lovelace	Wilson, N. C.
Evelyn T. Lucas	Wadesboro, N. C.
Martha McArthur	R. 1, Parkton, N. C.
Sadie McBrayer—Mrs. Paul McCain	Sanatorium, N. C.
Jay McIver—Mrs. Frank Hester	Charlotte, N. C.
Esther Mitchell	Oxford, N. C.
Alberta Monroe	Biscoe, N. C.
Genevieve Moore	High Point, N. C.
Marie Norwood	Badin, N. C.
Narva O'Daniel	Gastonia, N. C.
Naomi Pate—Mrs. R. G. Craver	Lexington, N. C.
Naomi Poole	Gastonia, N. C.
Mary B. Powell	Roanoke Rapids, N. C.
Caroline Robinson	Morganton, N. C.
Elizabeth S. Rogers	Wilson, N. C.
Flossie E. Siler	Siler City, N. C.
Annie E. Spainhour—Mrs. Ernest Walker ..	Morganton, N. C.
Carrie Stout	High Point, N. C.
Flossie Stout	High Point, N. C.
Kate M. Streetman	Marion, N. C.
Frances P. Summerell	College Station, Texas.
Ruth Tate	Burlington, N. C.
Evelyn Whitty	Pollocksville, N. C.

Marguerite Wiley	Asheville, N. C.
Pauline J. Williams	Wilmington, N. C.

CLASS OF 1917

Ethel Ardrey	Fort Mill, S. C.
Winifred Beckwith	Rosemary, N. C.
Martha Biggers	Ridgecrest, N. C.
Margaret Blythe	Brevard, N. C.
Ruth Blythe	Huntersville, N. C.
Isabel Bouldin	1221 Mass. Ave., N. W. Washington, D. C.
Leafy Brown	Statesville, N. C.
Lois Campbell	Salisbury, N. C.
Gladys Chadwick	Beaufort, N. C.
Sallie Conner	Rich Square, N. C.
Hattie Mae Covington	Wadesboro, N. C.
Olivera Cox	Winterville, N. C.
Grace Crumpler	Clinton, N. C.
Annie Daniel	Salisbury, N. C.
Estelle Dillon	Tuscarora, N. C.
Sidney Dowty	Grantsboro, N. C.
Gladys Emerson	Salisbury, N. C.
Elizabeth Evans	Lexington, N. C.
Mary Fisher	Concord, N. C.
Annie Folger	Dobson, N. C.
Sue Fountain	Tarboro, N. C.
Sadie Fristoe	Jamestown, N. C.
Flora Garrett	Burlington, N. C.
Caroline Goforth	Lenoir, N. C.
Alice Hall	Belmont, N. C.
Annie Roberta Hall	Belmont, N. C.
Flossie Harris	Salisbury, N. C.
Sadie Lee Holden	Rocky Mount, N. C.
Laura E. Holt	Burlington, N. C.
Hattie Lee Horton	Farmville, N. C.
Nina Belle Horton	Farmville, N. C.
Frances E. Howard—Mrs. C. G. Cox	Richlands, N. C.
Louise Howell	Tarboro, N. C.
Maggie Staton Howell	Tarboro, N. C.
Dorothy P. Hunt	Oxford, N. C.
Thessa Jameson	Garden City, N. C.
Julia May Johnson	Burgaw, N. C.
Kate Jones—Mrs. Hugh Mease	Canton, N. C.
Naomi Joplin—Mrs. Luther Gideon	Greensboro, N. C.
Ernestine Kennette	Chapel Hill, N. C.
Madge Kennette	Chapel Hill, N. C.

Ruth Kernodle	1409 Kennedy St., N. W., Washington, D. C.
Flossie Kersey	Greensboro, N. C.
Hallie Leggett	Wadesboro, N. C.
Mabel Lippard	Concord, N. C.
Minnie Long	Graham, N. C.
Grace Lucas	Lucama, N. C.
Maysel Lupton	Swan Quarter, N. C.
Isabella McAllister	Roper, N. C.
Josie McCullers—Mrs. W. M. Wells	Elm City, N. C.
Juanita McDougald	Whiteville, N. C.
Louise Maddrey	Winston-Salem, N. C.
May Meador	Reidsville, N. C.
Ethel Monroe	Biscoe, N. C.
Josephine Moore	Greensboro, N. C.
Frances Morris	Mocksville, N. C.
Lillian Morris	Fremont, N. C.
Helen Oliver	Raleigh, N. C.
Eula Parrish	Smithfield, N. C.
Sadie Patton	Morganton, N. C.
Annie S. Peirson	Enfield, N. C.
Agnes Petrie	Asheville, N. C.
Alice Poole—Mrs. E. C. Adams	Greensboro, N. C.
Clara M. Powell	Warren Plains, N. C.
Katie Pridgen	Wilmington, N. C.
Artelee Puett	Dallas, N. C.
Juanita Puett	Dallas, N. C.
Marianne Richard	Salisbury, N. C.
Virginia I. Rodwell	Macon, N. C.
Ellen Rose	Wallace, N. C.
Ruth Roth	Henderson, N. C.
Etta A. Schiffman	Greensboro, N. C.
Marguerite Sherrill	Charlotte, N. C.
Euline Smith	Hamlet, N. C.
Gertrude I. Smith	Pilot Mountain, N. C.
Elsie Sparger	Mount Airy, N. C.
Nancy Stacy	Hamlet, N. C.
Norma Styron	New Bern, N. C.
Irene Templeton	Greensboro, N. C.
Hope Watson	Wingate, N. C.
Ouida Watson	Carthage, N. C.
Bessie L. Whitson	Swannanoa, N. C.
Alice Vaiden Williams	Warrenton, N. C.
Thelma Woodard	Pamlico, N. C.

CLASS OF 1918

Elsie Anderson	Hendersonville, N. C.
Pauline Benton	Monroe, N. C.
Nell Bishop	New Bern, N. C.
Louise Black	Fayetteville, N. C.
Martha Blakeney	Monroe, N. C.
Leone Blanchard	Greensboro, N. C.
Ellen Boney—Mrs. C. M. Miller	Wallace, N. C.
Daisy Boyd	Waynesville, N. C.
Cornelia Brady	Wilmington, N. C.
Susie Brady	Wilmington, N. C.
Kate Brooks	Greensboro, N. C.
Bessie Brandt Brown	Salisbury, N. C.
Belle Bullock	Rowland, N. C.
Ora Cansler	R. F. D., Newton, N. C.
Esther Clapp	Greensboro, N. C.
Inabelle Coleman	Lyons, N. C.
Eliza Collins	Wilmington, N. C.
Bertie Craig	Dallas, N. C.
Ethel R. Craig	Dallas, N. C.
Carrie A. Cranford	Trinity, N. C.
Lizzie P. Dalton	Concord, N. C.
Alta Dewar	Kipling, N. C.
Lula Disosway	New Bern, N. C.
Mary B. Dosier	Randleman, N. C.
Vivian Draper	Boykins, Va.
Mildred Ellis	Wilson, N. C.
Marguerite Galloway	Brevard, N. C.
Margaret George	Wilmington, N. C.
Mary Gordon	Monroe, N. C.
Susan B. Green	Thomasville, N. C.
Annie B. Harrington	Jonesboro, N. C.
Nell Hartman	Farmington, N. C.
Blanche Howie	Monroe, N. C.
Kate Hunt	Greensboro, N. C.
Mabel C. Jarvis	Asheville, N. C.
Sue Ramsey Johnston	Gastonia, N. C.
Winnie D. Leach	Hiddenite, N. C.
L. Marie Lineberger	Shelby, N. C.
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